Available online at: http://e-jurnal.lppmunsera.org/index.php/parahita
Wikrama Parahita: Jurnal Pengabdian Masyarakat
p-ISSN 2599-0020, e-ISSN 2599-0012

The Power of Stories: Enhancing Awareness of Online Gambling Risks Among Young Students in Rangkasbitung, Banten

Latifa Ramonita[1]*, Salsabila Andi Akil[1], Joe Harrianto Setiawan[1], Yuniarti Rahayu[2], Melvin Bonardo Simanjuntak[1], Raymond Siregar[3], Prajnadi[1]

[1]Department of Communication Studies, LSPR Institute of Communication and Business, Jl. K.H. Mas Mansyur No. Kav. 35, Jakarta 10220, Indonesia
[2]Department of Visual Communication Design, LSPR Institute of Communication and Business, Jl. K.H. Mas Mansyur No. Kav. 35, Jakarta 10220, Indonesia
[3]Department of Management, LSPR Institute of Communication and Business, Jl. K.H. Mas Mansyur No. Kav. 35, Jakarta 10220, Indonesia

Article Information

Article history

Received: June 14, 2025
Revised: November 25, 2025
Accepted: November 30, 2025

Keywords: Communication; Community Service; Online Gambling; Storytelling

Abstract

The objective of this community service activity is to increase awareness of the risks of internet gambling among elementary school students through storytelling. The activity was held at SDIT Insantama Rangkasbitung, using an interactive performance, for students from grades 1 up to 6 to understand the dangers and risks of internet gambling. The storytelling sessions were conducted by using the children's fairy tale "Rabbit and Wolf" to communicate moral values and messages to young students effectively. Educational games and quizzes also complemented the activity to enhance the story and reinforce important concepts. A visual campaign was initiated by giving out posters, providing a continuous reminder to say no to online gambling. Results showed a significant increase in the average knowledge score from 2.69 to 3.29 on a 4-point scale, which means 81,76% of the students showed positive change and were aware of the matter. From observation, the result also indicated improved refusal behavior and stronger moral reasoning. These findings demonstrated that storytelling can be a proper and measurable strategy to enhance children's digital literacy and risk awareness. Storytelling offers a practical model for teachers, parents, and people in general, addressing online gambling prevention for younger children.

*Corresponding Author

Latifa Ramonita
E-mail: ramonita.b@lspr.edu

© 2025 Some rights reserved

INTRODUCTION

Everybody in modern life cannot live without the Internet. The Internet has become an important aspect of life, especially in professional and social aspects. Unfortunately, like a dual-edged sword, digital innovations come with a challenge: gaming and gambling. Online gambling has been growing rapidly and has become increasingly easy to access, affecting not only adults but also children (Bakhtiar & Adilah, 2024; King & Delfabbro, 2016; Kurmala, 2024; Laras et al., 2024). The worst part is that online games come in many tricky formats; this is dangerous for unsuspecting users. The easy access of online gambling poses a major concern for educators, parents, and policymakers as it can lead to addiction, financial losses, and psychological distress (Addiyansyah & Roffi'ah, 2023; Hatimatunnisani et al., 2023; Intan, 2024; Mustaqilla et al., 2023).

There are growing concerns about the increase in online gambling, particularly among the younger generation. Indonesia is one of the countries that is heavily impacted by online gambling (Nugroho, 2024). Many mass media news outlets have reported that as smartphone and internet users expand rapidly, children are at risk of being exposed to online gambling, as well as in-game purchases that have gambling mechanisms, and even direct access to gambling platforms (Komdigi, 2024). Based on that situation, preventive actions must be taken to educate people about the risks and dangers of online gambling, starting from the younger generations.

© 2025 All forms of plagiarism and misuse of intellectual property rights due to the publication of this community service paper are the responsibility of the author.

DOI: https://dx.doi.org/10.30656/jpmwp.v9i2.10787

Younger children are particularly in danger to the negative effects of gambling due to their limited cognitive development and sensitivity to persuasive marketing techniques (Nailah & Rozi, 2024; Rahmatullah & Diana, 2022). Research indicates that early exposure to gambling-like activities, such as free giveaways, puzzles, and/or other simple games, can lead to increased likelihood of engaging in gambling behaviors later in life (Leon, 2024; Montiel et al., 2021; Septiani, 2024). Consequently, as mentioned in those papers, preventive education must start at an early age. Children should be prepared with critical thinking skills and awareness, as well as caution about online gambling.

Therefore, schools, especially early education institutions, play a crucial role in delivering preventive programs. As mentioned in a recent study, one of the effective methods for delivering complex topics to young audiences is through storytelling (Ramamurthy et al., 2024). The use of storytelling in education has been recognized for its ability to attract learners, promote emotional engagement, and improve recall of information. Furthermore, storytelling has been widely used in educational settings to promote moral values, critical thinking, and behavioral awareness (Farantika et al., 2022). By integrating moral and positive values in the story, educators can create engaging and memorable learning experiences for children (Gunawardena & Brown, 2021). In the context of gambling prevention, storytelling allows children to understand the risks associated with gambling through relatable narratives and characters.

The objective of the community service was to help prevent online gambling among younger students. This event was a collaboration between higher education lecturers, elementary educators, and the parents' community. The community service team from LSPR Institute of Communication and Business Jakarta, which consists of lecturers and students, has started a project aimed at raising awareness about the risk of online gambling among the elementary students in SDIT Insantama Rangkasbitung on February 5, 2025.

This elementary school was chosen as Rangkasbitung has been one of the impacted areas of online gambling (Suryana & Merung, 2024; Tribratanews, 2022). Based on the initial meeting with the headmaster and teachers at the school, it was confirmed that this problem has been a major concern for them. A lot of students and parents are not too aware of online gambling and have the perception that online games are harmless entertainment.

To address these urgent matters, the community program was created to address moral dilemmas aligned with children's cognitive levels, but with an easy-to-understand setting. This method was chosen because the fable story translates complex ideas: risk, deception, and refusal behavior. As shown in Table 2, storytelling was further supported by quizzes, visual posters, and guided discussions to reinforce the key messages and ensure measurable learning outcomes.

As this area is within the reach of the campus community service coverage, this community service was implemented. This activity uses a children's fable story to give familiarity to the children. Then the team will be able to deliver the important message to the younger students, which is the risks and dangers of online gambling.

There are several papers that have similar objectives to this community service. One of them is the story of "Pinocchio" as a way to strengthen the value in early childhood (Mutiara & Muzakki, 2024). This activity was conducted by designing an interactive storytelling session using a pop-up book. The event succeeded in creating an engagement with kindergarten students through storytelling and encouraging discussion about the positive value of honesty. The conclusion from this community service was that the "Pinocchio" story is an effective method for character education and teaching moral values in early childhood.

The second study was the community service initiatives in Tepi Laut Village, North Bengkulu, that focused on enhancing early childhood character development through storytelling (Kulbiah & Afriyanto, 2021). By using the stories of "*Malin Kundang*" and "*Si Kancil*", the 30-day community service uses a reading guide strategy to help the children understand the story, encouraging active participation in discussion, and helping them recall the story. The program showed that storytelling is a powerful educational tool for shaping children's character. It helps in cognitive, emotional, and moral development while raising empathy and ethical thinking. The study suggests that storytelling be integrated into formal educational programs to reinforce moral values in early childhood education.

The third paper was from Munirah and Hasmidar, which explores how storytelling can optimize children's intelligence and character development. Using a descriptive and library research method, the initiative studies the cognitive, emotional, and moral benefits of storytelling in early childhood (Munirah & Hasmidar, 2019). Some of the key findings showed that storytelling enhances cognitive development and builds moral and ethical values among children. The study also stated that storytelling session improves language and communication skills, and strengthen parent-child bonding, as well as encourage interest in reading storybooks. Based on this context, therefore, this community service focused on storytelling as a preventive tool against child manipulation.

DOI: https://dx.doi.org/10.30656/jpmwp.v9i2.10787

MATERIALS AND METHODS

Materials

The activity was using several materials, such as printed questionnaires for pretest and posttest, a banner, a poster, costumes for storyteller and performers, a laptop, microphones, and a loudspeaker. Several writing supplies were also prepared as prizes for the students.

Methods

This community service activity was implemented on February 5, 2025, at SDIT Insantama Rangkasbitung, Banten. A total of 133 students from grades 1 through 6 participated in the program (Table 1). The initiative was designed using a participatory approach, combining storytelling with interactive supporting activities (Table 2).

Table 1. Participants profile

No.	Class	Boys	Girls
1.	1st Grade	20	15
2.	2nd Grade	19	17
3.	3rd Grade	10	6
4.	4th Grade	7	6
5.	5th Grade	12	9
6.	6th Grade	6	6
	TOTAL	74	59

Table 2. Solution of dedication

Problem	Solution	Output
Lack of awareness among elementary students regarding the risks of online gambling	Conducted interactive storytelling sessions using animal characters to deliver moral lessons related to gambling dangers	Increased student understanding and critical awareness of online gambling risks (pretest-posttest data)
Difficulty in understanding ideas and concepts like addiction, deception, and digital risks	Used emotional narratives and relatable characters (e.g., Rabbit, Wolf, Kancil) within a fable story	Students can remember and reflect on the messages of the story.

The Procedure

The program consisted of three main phases: diagnostic Assessment, storytelling session, and supporting activities.

Diagnostic Assessment is carried out by conducting pretests, and posttests were applied for students in grades 4, 5, and 6 to evaluate their basic knowledge of online gambling risks. The questionnaire uses 7 questions, namely I know what online gambling is; Playing game with cash prizes can be dangerous; I am sure online gambling can be addictive; If there is a friend that offers me game with money, I will say no; I know whom can help me if I am trapped in online gambling; I understand that making money through game is risky; andI am very sure not to try online gambling. The pretest consists of seven statements rated on a 4-point Likert scale (Strongly Disagree to Strongly Agree), focusing on students' awareness, attitudes, and responses to online gambling. Pretest and posttest were not given to students in grades 1–3, due to their developing reading and comprehension skills. Therefore, their learning progress was assessed informally through behavioral observation and oral questioning.

The central activity of the program was a storytelling session, which was delivered by the Student Union (HIMA) of LSPR. The narrative featured four animal characters—Rabbit, Wolf (in disguise), Mouse-Deer (*Kancil*), and Tiger—embedded within a digital gambling-themed plot. The story was designed using a moral-constructivist framework, aiming to stimulate ethical reflection and social learning among the students.

The storytelling session had three stages in the process: Preparation, Implementation, and Reflection, to align with the community service's objectives. The preparation was focusing on the storyline and characters, in line with what was mentioned in Ramamurthy et al. (2024). Rabbit symbolizes children or naive characters, Kancil acts as the friend who is smart, cautious, and not easily tempted, and Tiger represents wisdom. The Wolf in disguise is the bad guy, actively offering gifts and bonuses to trick Kancil, same as what is happening in online gambling games.

The implementation stage focused on funny expressions, voice modification, and dialogue, in delivering the message of risk, danger, debt, and consequences. During the performance, the narrator often asked the audience to give their comments, such as "Say, No!", "Don't go there!", or "Watch out!" to Rabbit to give more engagement in the performance, as a reaction to the Wolf's tricky tactics. When Rabbit loses the game, it illustrates consequence and deception. The Wolf was finally got arrested by the Tiger as the police.

The reflection stage focused on the audience's understanding and moral story. Simple questions like:

DOI: https://dx.doi.org/10.30656/jpmwp.v9i2.10787

"Who wants to have problems like the rabbit?" or "Do you want to have a friend like the wolf?" were used to check the students' response. Character costumes, voice modification for the cartoon characters, and audience participation were all part of the performance to make it more fun and emotionally connected. This session was delivered in an open class setting to make sure everyone enjoyed the show and understood the message better. The teachers and some parents were also attending this activity to make a more familiar environment for the students.

The supporting activities the lessons learned during the storytelling, several activities were conducted (a) Quizzes: Given to all students, based on the story, to recall main messages from the story; (b) Visual Campaigns: Distribution of posters with warning messages and character illustrations to the school that will be installed on the school walls by the students; and (c) Games and Discussions: For younger children, simple games and group interaction were conducted to help the students internalize moral of the story.

The evaluation stage was conducted to measure the level of success of the activities. The evaluation was prepared in quantitative and qualitative assessments. For the quantitative, the 4-6 graders were once again given a posttest questionnaire. For qualitative Assessment, the team conducted an informal interview to know whether the students can recall the message and moral of the story.

Facilitators and Ethical Considerations

The activity was delivered by a team of lecturers and communication students from LSPR, in a child-friendly situation (Fig. 1 and Fig. 2). Teachers from SDIT Insantama Rangkasbitung were also present throughout the sessions to assist and maintain a familiar learning environment. The program was approved by the school's headmaster and parents' committee, to ensure ethical clearance and alignment with the Insantama's educational pillars.



Fig. 1. Team of Lecturers, LSPR Students, and SDIT Insantama Rangkasbitung Students (female only)



Fig. 2. Team of Lecturers, Students, and the Headmaster of SDIT Insantama Rangkasbitung (male only)

RESULTS AND DISCUSSION

Student Engagement and Learning Outcomes

The community service activity at SDIT Insantama Rangkasbitung demonstrated the practical value of using storytelling to raise awareness about online gambling risks among elementary school students. Similar to the findings of Mutiara & Muzakki (2024)—who highlighted how Pinocchio was used to educate honesty in early childhood—this project also shows how narrative frameworks can raise moral awareness in young students. In this case, the theme of gambling danger and deception was explored through fictional animal characters. It is easier for children to connect with the abstract concepts (such as risk and potential danger) that often appear in tricky ways.

Overall, the students' engagement with the performers and the show were significant. Most of them were feeling excited and happy with the story and performance. Lower-grade students (grades 1–3) responded positively to the visual and the dramatic aspects of the story. Upper-grade students (grades 4–6) were able to speak more enthusiastically about the themes, even sharing their experiences through discussions and quizzes (Fig. 3 and Fig. 4).

The pretest-posttest results from upper-grade students were similar to the educational benefits noted in Kulbiah & Afriyanto (2021) project in North Bengkulu. It is said that narrative strategies were found suitable to enhance children's cognitive and emotional development. In this activity, Insantama students showed not only better recognition of gambling behaviors but also increased courage in refusing such activities—showing outcomes related to improved ethical thinking and decision-making seen in their study.

Though detailed statistical analysis was not the primary focus in this activity, a comparative review of the results indicated a clear shift in several key indicators: (1) A significant increase in the number of

DOI: https://dx.doi.org/10.30656/jpmwp.v9i2.10787

students who recognized online gambling as risky and dangerous, (2) A rise in affirmation to the statement: "I will say no if a friend offers me a money-based game", and (3) Improved understanding of where to ask for help to family and/or teachers if exposed to online gambling.



Fig. 3. Students' engagement



Fig. 4. Students' enthusiasm in answering quizzes

Storytelling as an Educational Tool

As mentioned in the previous part, the storytelling method was inspired by the studies emphasizing its role in enhancing memory retention and moral development, from Munirah & Hasmidar (2019). The study stated that storytelling stimulates not only character formation but also cognitive and linguistic abilities in early childhood. By inserting moral lessons within interesting narratives, students were able to relate to the characters and understand the consequences of gambling. The emotional connection developed through the stories helped in shaping students' attitudes towards online gambling, making them more cautious and critical.

Furthermore, to complement the storytelling sessions, supporting activities such as quizzes, games, and poster distributions were conducted. These interactive components played a crucial role in strengthening the core messages conveyed during storytelling. The quizzes allowed students to assess their understanding in a fun and engaging way, ensuring the retention of key concepts of risks, dangers, and consequences of gambling.

The educational games encourage collaborative learning and peer discussions on responsible internet use and the risks associated with online gambling. Not only that, the visual campaign, which involved the distribution of posters, created a longer impact, serving as continuous reminders to the students about the lessons learned. Teachers noted that students frequently referred to these visual materials, reinforcing their awareness and understanding of the issue. This is consistent with the findings by Farantika et al. (2022) on the benefit of storytelling, that is, to educate values and improve recall in early childhood education.

To gather more data, pretests and posttests were given to 4-6 graders. After the storytelling session, many students showed their strong refusal to gambling-related behaviors; some of them even connected the behavior as a sin. This situation could be indicated as a significant improvement in their comprehension of the risks and dangers associated with online gambling. They could express their feelings and relate to real-life situations that might expose them to gambling. They happily share their story after the storytelling sessions with the facilitators.

The Role of University Students in Community Engagement

The students from LSPR's Communication Faculty Student Union (HIMA Fakultas Komunikasi), as shown in Fig. 5, played an important role in the success of the activity. Their involvement as performers in storytelling sessions enabled them to implement communication theories, strategies, and tactics that they learned on campus in a real-world setting. The storytelling sessions also allowed them to develop skills in public speaking, audience engagement, creative performing arts, and interactive communication strategies designed for younger students.



Fig. 5. Student Union of LSPR as Facilitators

DOI: https://dx.doi.org/10.30656/jpmwp.v9i2.10787

Furthermore, their presence as role models created a relatable dynamic situation for elementary students, who were inspired by the enthusiasm and knowledge of their older "sisters". Teachers and Parents' Committee at SDIT Insantama Rangkasbitung expressed their appreciation for the collaboration, highlighting how the involvement of the university students added an innovative and engaging dimension to the program.

The Impact on Students' Awareness and Behavior

Pretest and posttest were conducted with a total of 46 students from classes 4-6. There were 2 hypotheses for measuring the students' awareness, as follows:

Ho: μbefore ≥ μafter

The understanding before the storytelling session is stronger than or equal to that after the storytelling session.

Ha: μbefore < μafter

Knowledge or understanding before the storytelling session is lower compared to knowledge or understanding after the storytelling session.

Table 3. Pretest

	N	Min	Max	Mean	Std. Dev.
Pre_Test	46	1.06	3.94	2.6878	0.816
Valid N (listwise)	46				

Based on the pretest (Table 3), the scores ranged from 1.06 to 3.94, with a mean score of 2.69 and a standard deviation of 0.82. This indicates that students initially showed moderate understanding of the online gambling concept, with some variation among participants. The relatively high standard deviation indicates that the participants' basic understanding was somewhat diverse—some had minimal prior knowledge, while others showed partial familiarity with the subject.

Table 4. Post test

	N	Min	Max	Mean	Std. Dev.
Pre_Test	46	1.68	4.00	3.2930	0.7192
Valid N (listwise)	46				

Based on Table 4, after the activity, posttest results showed a minimum score of 1.68 and a maximum score of 4.00, with a mean score of 3.29 and a standard deviation of 0.72. This represents an overall improvement in participants' performance. The higher mean value reflects increased understanding, while the slightly lower standard deviation implies that the students' understanding became more consistent after the activity.

Table 5. One-sample Kolmogorov-Smirnov test

		Pre_Test	Post_Test
N		46	46
Normal Parameters[a,b]	Mean	2.6878	3.2930
	Std. Deviation	0.81605	0.71920
Most Extreme Differences	Absolute	0.095	0.163
	Positive	0.091	0.163
	Negative	-0.095	-0.156
Test Statistic		0.095	0.163
Asymp. Sig. (2-tailed)		0.200[c,d]	0.004[c]

a. Test distribution is Normal
b. Calculated from data
c. Lilliefors Significance Correction
d. This is a lower bound of true significance

The results of the normality test yielded a KS-Z sig. of 0.200 for the pretest (normal data distribution) but a sig value of 0.004 for the posttest (non-normal data distribution). Therefore, it can be concluded that the data distribution is non-normal (Table 5). If the data distribution is not normal, then parametric statistical testing cannot be performed. In this case, it is necessary to conduct non-parametric statistical testing using the Wilcoxon Signed Rank Test. This is a non-parametric statistical test used to compare two sets of paired data (pre-test and post-test from the same respondents), without assuming a normal distribution.

Table 6. The Result of the Wilcoxon Test

		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	0[a]	0.00	0.00
	Positive Ranks	46[b]	23.50	1081.00
	Ties	0[c]		
	Total	46		

a. Post_Test < Pre_Test
b. Post_Test > Pre_Test
c. Post_Test = Pre_Test

The Wilcoxon analysis showed no negative ranks (N = 0), meaning that no participants' score decreased after the program (Table 6). There were 46 positive ranks, indicating that all participants achieved higher scores in the posttest than in the pretest. There were also no ties (N = 0), confirming that every participant showed measurable

DOI: https://dx.doi.org/10.30656/jpmwp.v9i2.10787

improvement. The sum of positive ranks was 1081.00, with a mean rank of 23.50 (Table 6). This is a consistent pattern of improvement that demonstrates a clear positive effect of the storytelling session. If the test yielded a p-value < 0.05, the result can be interpreted as statistically significant, suggesting that the increase in participants' scores was unlikely to occur by chance.

Table 7. Test statistics

Test Statistics[a]	
Z	-5.906[b]
Asymp. Sig. (2tailed)	0.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks

The results of the Wilcoxon test in Table 8 showed that the Sig value of 0.000 < 0.05; therefore, it can be concluded that Ha is accepted (Table 7). This means that the understanding of the students before the storytelling session is lower compared to the knowledge or understanding after the activity. Therefore, there is an increase in knowledge or understanding about online gambling risks (Table 8).

To recap the statistics measurement, the overall changes in understanding from the activity is presented in Fig. 6. Furthermore, based on informal feedback from teachers and parents' committee, they suggested that the educational program at a certain level will develop the students' knowledge of the risks and dangers associated with online gambling. Students will be able to act carefully towards digital platforms with gambling-like elements, like random gifts or vouchers, free offers, and in-game transactions. To support the statement, many students shared their experiences with gambling-related offers, illustrating their capacity to identify and critically evaluate such content.

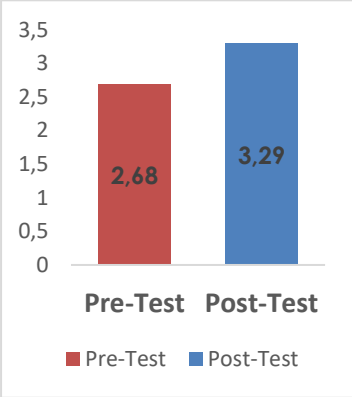


Fig. 6. Recap from statistics

The post-session reflections showed that students were more confident in declining gambling-related invites and communicating their problems with their teachers or parents. The community service initiative helps to educate the students, as their initially viewed online gambling as a harmless game but then recognized its long-term financial and psychological risks. This change in perspective will be a significant indicator of the program's effectiveness in promoting digital literacy and responsible decision-making among young students.

Table 8. Changes resulting from the activities

Initial Condition	Intervention	Condition Change
Students had low awareness about online gambling and could not identify its dangers and risks.	Storytelling sessions using animal characters (e.g., Wolf in disguise) to attract attention and to illustrate gambling deception and consequences	Increased understanding of gambling risks, addiction, and refusal behavior among students (supported by pretest-posttest scores)
Students in grades 4–6 are afraid or hesitate to say "no" when exposed to gambling-like games.	Moral-based narrative with guided discussions and follow-up educational quizzes	Improvement in self-efficacy and confidence to reject offers of online gambling; more students declared "I will say no…" in posttest.
Students in grades 1–3 had limited skills to know the dangers of gambling.	Interactive fable-based storytelling with visual aids, simplified language, and games	Increased behavioral engagement, oral responses, and recall of story messages; students could express why gambling was wrong and need to be avoided all the time.

As the team understands the importance of a more comprehensive approach to gambling prevention, the community service activity also emphasized the role of teachers and parents in guiding children's digital habits. The next community service activity will be a follow-up seminar targeting

DOI: https://dx.doi.org/10.30656/jpmwp.v9i2.10787

parents, aimed at strategies for parents in monitoring and educating their children about online gambling risks and dangers. In the closing session, the teachers appreciated the activity by LSPR, as it complements their existing digital literacy curriculum. The school headmaster emphasized the need for continuous engagement in this area, given the evolving nature of online gambling threats.

Discussion

Storytelling sessions for elementary students can have a significant effect, especially on their understanding of the risks and dangers of online gambling. Storytelling with fairytales or fables is still interesting in enhancing younger students' understanding of big concepts such as risk, addiction, deceit, dishonesty, and negative behavior. This result matches previous studies, which pointed out that storytelling can increase cognitive, emotional, and moral involvement in early education. Younger students can understand complex issues through stories and cartoonish characters they are already familiar with, like the "Deer-Mouse (*Kancil*)" and "Rabbit".

Moreover, the findings are similar to earlier community service initiatives, like in Mutiara & Muzakki (2024), which use the narrative of "Pinocchio" to impart lessons on honesty, and Kulbiah & Afriyanto (2021), which employed "Malin Kundang", and "*Si Kancil*" stories to show moral thinking and character development. In this study, storytelling served as a beneficial educational tool that helped to improve students' digital literacy concerning gambling risks on the Internet. This project is quite different from other activities that mostly taught only about morals or right and wrong. This community service uses storytelling to raise awareness of digital risks and dangers, especially in online gambling.

In practical terms, these findings indicate that educators and parents can use storytelling as a strategic method to address complicated digital matters with children. Storytelling can help younger children connect with their emotions. It makes them understand the message easily. In the long term, policymakers in the government can develop storytelling-based modules into digital literacy courses, particularly for the elementary level, to enhance early prevention strategies against online gambling and digital game threats.

The significance of this activity in the theoretical framework supports educational communication and digital literacy by illustrating how narrative-based activities can encourage moral thinking and critical awareness among children. Storytelling not only helps to deliver information but also promotes critical reflection and behavioral intention. It is essential for developing responsible digital habits for younger citizens.

CONCLUSION

This community service activity showed that storytelling is still an interesting way to teach elementary students about the risks of online gambling. However, the program had some problems, such as not enough time for in-depth discussion. There was also a different preference for learning among the students; younger students learned better when they saw things, but older students learned better when they talked about things more freely.

The success of this activity highlights the potential for storytelling-based education to be expanded to other schools facing similar digital challenges. Future community engagement projects could integrate digital storytelling methods, where animated or video-based storytelling further enhances message retention. Additionally, partnerships with local educational authorities could facilitate the development of a standardized curriculum for online gambling awareness. Furthermore, the involvement of university students in such initiatives demonstrates the impact of experiential learning in higher education. Encouraging more university-community collaborations could lead to the development of innovative educational strategies that address contemporary social issues.

It is necessary to continue and expand storytelling-based interventions, based on the significant improvement in the students' knowledge scores after the activity ($Z = -5.906$, $p < 0.001$, $r = 0.87$). This score confirms the appropriateness of the storytelling approach for young students. Technical refinements such as standardized storytelling scripts with problem-solution format, clearer behavioral indicators, and the integration of simple digital storytelling tools can be applied to make the implementation clearer and more measurable. We also recommend mixed methods as further research; that is, combining pretest–posttest surveys and structured observation to improve the reliability and depth of impact measurement.

ACKNOWLEDGEMENTS

Gratitude and appreciation are extended to many parties, particularly to LPPM LSPR Institute of Communication and Business, for their support of this community service program.

REFERENCES

Addiyansyah, W., & Roffi'ah, R. (2023). Kecanduan Judi Online di Kalangan Remaja Desa Cilebut Barat Kecamatan Sukaraja Kabupaten Bogor. *Jurnal Gagasan Komunikasi, Politik, Dan Budaya*, *1*(1), 13–22. https://journal.awatarapublisher.com/index.php/manifesto/article/view/27

Bakhtiar, S. H., & Adilah, A. N. (2024). Fenomena Judi Online : Faktor, Dampak, Pertanggungjawaban Hukum.

Innovative: Journal Of Social Science Research, *4*(3), 1016–1026. https://doi.org/10.31004/innovative.v4i3.10547

Farantika, D., Shofwan, A. M., & Purwaningrum, D. (2022). The Benefits and Purpose of Storytelling for Early Childhood Education. *SINDA: Comprehensive Journal of Islamic Social Studies*, *2*(2), 122–129. https://doi.org/10.28926/sinda.v2i2.497

Gunawardena, M., & Brown, B. (2021). Fostering Values Through Authentic Storytelling. *Australian Journal of Teacher Education*, *46*(6), 36–53. https://doi.org/10.14221/ajte.2021v46n6.3

Hatimatunnisani, H., Nurfadillah, H., Wasti, M., Rika, P., & Maharani, R. (2023). Maraknya Judi Online dan Dampaknya Terhadap Pengelolaan Keuangan di Kalangan Mahasiswa (Studi Kasus Pada Mahasiswa Salah Satu Perguruan Tinggi Swasta Di Bandung). *Jurnal Sosio Dan Humaniora (SOMA)*, *2*(1), 130–136. https://doi.org/10.59820/soma.v2i1.124

Intan, G. (2024). *Menkominfo: Indonesia Darurat Judi Online, Perputaran Uang Capai Rp327 Triliun*. VOA. https://www.voaindonesia.com/a/menkominfo-indonesia-darurat-judi-online-perputaran-uang-capai-rp327-triliun/7579998.html

King, D. L., & Delfabbro, P. H. (2016). Early exposure to digital simulated gambling: A review and conceptual model. *Computers in Human Behavior*, *55*, 198–206. https://doi.org/10.1016/j.chb.2015.09.012

Komdigi. (2024). *Wamenkomdigi: Judi Online Musuh Besar Bangsa, 80 Ribu Anak Indonesia Terpapar*. Komdigi. https://www.komdigi.go.id/berita/berita-komdigi/detail/wamenkomdigi-judi-online-musuh-besar-bangsa-80-ribu-anak-indonesia-terpapar

Kulbiah, A., & Afriyanto, A. (2021). Metode Dongeng Sebagai Media Pembentuk Karakter Pada Anak Usia Dini. *Jurnal Ilmiah Mahasiswa Kuliah Kerja Nyata (JIMAKUKERTA)*, *1*(1), 80–84. https://doi.org/10.36085/jimakukerta.v1i1.2510

Kurmala, A. (2024). *Why online gambling is a socioeconomic emergency*. Antara News. https://en.antaranews.com/news/334641/why-online-gambling-is-a-socioeconomic-emergency

Laras, A., Salvabillah, N., Caroline, C., Delas H, J., Dinda, F., & Finanto, M. (2024). Analisis Dampak Judi Online di Indonesia. *Concept: Journal of Social Humanities and Education*, *3*(2), 320–331. https://doi.org/10.55606/concept.v3i2.1304

Leon. (2024). *Awas Kena Jebakan Batman, Inilah Ciri-Ciri Judi Online Berkedok Game*. Jogjaaja.Com. https://jogjaaja.com/read/awas-kena-jebakan-batman-inilah-ciri-ciri-judi-online-berkedok-game

Montiel, I., Ortega-Barón, J., Basterra-González, A., González-Cabrera, J., & Machimbarrena, J. M. (2021). Problematic online gambling among adolescents: A systematic review about prevalence and related measurement issues. *Journal of Behavioral Addictions*, *10*(3), 566–586. https://doi.org/10.1556/2006.2021.00055

Munirah, M., & Hasmidar, H. (2019). Optimalisasi Kecerdasan Anak Melalui Dongeng. *Madani*, *1*(2), 160–171. https://journal.iaingorontalo.ac.id/index.php/md/article/view/1071

Mustaqilla, S., Sarah, S., Salsabila, E. Z., & Fadhilla, A. (2023). Analisis Maraknya Warga Miskin yang Kecanduan Judi Online di Indonesia. *Glossary : Jurnal Ekonomi Syariah*, *1*(2), 121–136. https://doi.org/10.52029/gose.v1i2.175

Mutiara, A. S., & Muzakki. (2024). Penguatan Karakter Jujur Pada Anak Usia Dini Melalui Dongeng Pinokio. *Beujroh : Jurnal Pemberdayaan Dan Pengabdian Pada Masyarakat*, *2*(3), 532–546. https://doi.org/10.61579/beujroh.v2i3.241

Nailah, N. H., & Rozi, M. M. (2024). Online Gambling Addiction Prevention Strategy For Minors Based On Legal And Sociological Approaches. *Tauco: International Journal Of Sosial Sciences and Humanities*, *1*(2), 138–150. https://jurnal.cianjurkab.go.id/tauco/article/view/36

Nugroho, N. P. (2024). *Puluhan Ribu Anak di Bawah Umur Terpapar Judi Online, KPAI Jelaskan Penyebabnya*. Tempo. https://www.tempo.co/politik/puluhan-ribu-anak-di-bawah-umur-terpapar-judi-online-kpai-jelaskan-penyebabnya--46955

Rahmatullah, A. S. R., & Diana, W. (2022). Positif Negatif Game Online pada Anak-anak dan Tindakan Pencegahannya. *TRIDARMA: Pengabdian Kepada Masyarakat (PkM)*, *5*(1), 164–179. https://doi.org/10.35335/abdimas.v5i1.2274

Ramamurthy, C., Zuo, P., Armstrong, G., & Andriessen, K. (2024). The impact of storytelling on building resilience in children: A systematic review. *Journal of Psychiatric and Mental Health Nursing*, *31*(4), 525–542. https://doi.org/https://doi.org/10.1111/jpm.13008

Septiani, L. (2024). *Beda Ciri-ciri Game Online dan Judi Online*. Katadata. https://katadata.co.id/digital/teknologi/6694a9f162cc8/beda-ciri-ciri-game-online-dan-judi-online

Suryana, M., & Merung, G. (2024). *Pemkab Lebak petakan daerah rawan judi online*. Antaranews. https://www.antaranews.com/berita/4226391/pemkab-lebak-petakan-daerah-rawan-judi-online

Tribratanews. (2022). *Polsek Rangkasbitung Polres Lebak Tangkap Empat Pelaku Judi Slot Online*. *Tribratanews*. Tribratanews. https://tribratanews.banten.polri.go.id/polsek-rangkasbitung-polres-lebak-tangkap-empat-pelaku-judi-slot-online-2/