



## The influence of avoid game on children's knowledge about abduction prevention at TK ABA Danunegaran Yogyakarta

Mita Nurpitasari<sup>1,a</sup>, Avanti Vera Risti Pramudyani<sup>2,a\*</sup> , Iyan Sofyan<sup>3,a</sup>

Email: <sup>1</sup>[mita2015002016@webmail.uad.ac.id](mailto:mita2015002016@webmail.uad.ac.id), <sup>2</sup>[avanti.pramudyani@pgpau.uad.ac.id](mailto:avanti.pramudyani@pgpau.uad.ac.id),  
<sup>3</sup>[iyan@pgpau.uad.ac.id](mailto:iyan@pgpau.uad.ac.id)

<sup>a</sup>Universitas Ahmad Dahlan, Indonesia

### Article History

Submitted: 12 June 2024  
Accepted: 10 July 2024  
Published: 4 Agustus 2024  
DOI: 10.26555/jecce.v7i2.10786

Published by:  
Universitas Ahmad Dahlan

This is an open-access article  
under the CC-BY-SA license



\*Corresponding author

### ABSTRACT

Abduction is an event that has long-term impacts on its victims, such as trauma, stress, and confusion, and children are no exception. To prevent children from becoming victims again, an effective effort is to provide knowledge about abduction. The purpose of this study is to determine the effect of the AVOID game on children's knowledge about abduction prevention at TK ABA Danunegaran. The design used is a pre-test and post-test with a sample of 28 children. Furthermore, for data analysis techniques, the Wilcoxon test was used. The results showed that the Asymp. Sig. (2-tailed) value was  $0.000 < 0.05$ , thus it can be concluded that there is a significant effect of the AVOID game on children's knowledge about abduction prevention. This study is limited to the number of samples and specific context, so further research is recommended to validate and test the long-term impact of the game on children's knowledge.

**Keywords:** avoid game; abduction prevention; knowledge.

## INTRODUCTION

Kidnapping is the act of taking someone away without legal right with the intention of placing them under the kidnapper's control (Daipon, 2017). It is also defined as a criminal act involving the forced and unlawful abduction of a person with the aim of placing them under the kidnapper's control (Agung et al., 2020; Jumhur et al., 2023). According to data from the Indonesian Child Protection Commission (KPAI) in 2022, there has been a significant increase in kidnapping cases from 2018 to 2022. In 2018, there were 22 cases, which decreased to 17 cases in 2019, rose to 20 cases in 2020, experienced a decline in 2021 to 15 cases, and then increased again to 35 cases in 2022.

In addition to the nationally increasing kidnapping cases year by year, attempted kidnapping cases have also occurred in the Special Region of Yogyakarta. During 2023, there were 4 attempted child kidnapping cases, causing parents to worry about their children's safety in public places (Saraswati, 2023). The vulnerability of children,

especially related to kidnapping cases, has altered the perception of Yogyakarta, which was always known for its calm, safe, peaceful, and comfortable atmosphere. Besides the 4 kidnapping cases in the DIY region, on January 23, 2023, in Danunegaran Village, Mantrijeron Sub-district, Yogyakarta City, there was an attempted kidnapping targeting a 9-year-old child near their home (Huda, 2023; Pangaribowo & Utomo, 2023; Rinepta, 2023). This incident caused the entire community in the area to fear for the safety of their children.

UNESCO states that children have specific rights, one of which is the right to be protected. A child, in this context, refers to an individual under 18 years of age, including those still in the womb (Maulia & Saptatiningsih, 2020). This is reinforced by the Convention on the Rights of the Child, Article 11, which protects children from the danger of abduction (UNICEF, 1989). Based on this, protecting children is a duty that must be undertaken by the state, society, and families.

Based on the Government Regulation of the Republic of Indonesia Number 59 of 2019 Article 1 Paragraph 2 concerning the coordination of child protection, it is explained that child protection encompasses all activities to ensure and safeguard children and their rights, so they can live, grow, develop, and participate to the fullest extent in accordance with human values and dignity, as well as receive protection from violence and discrimination. Therefore, it is important for all parties, including the state, society, and families, to play a role in providing protection to children, especially in preventing them from becoming victims of abduction.

The importance of young children having knowledge about abduction prevention lies in helping them understand dangerous situations and take appropriate actions to protect themselves. As Firmansyah et al. (2023) state, it is crucial to maintain personal safety in hazardous situations, thus children will become more vigilant and capable of avoiding potentially harmful circumstances. This view is reinforced by Margaret & Ihsan (2022), who argue that young children must be given knowledge to handle dangerous situations. Such knowledge helps in recognizing different identities and developing safety awareness in children (Piara et al., 2023). Children equipped with this knowledge will be better prepared to face suspicious or dangerous situations, thereby reducing their risk of becoming abduction victims.

The impact on children who lack knowledge about abduction prevention is that they are more vulnerable to becoming victims because they do not know how to recognize or avoid dangerous situations. According to Ayomi et al. (2023), abduction

can have severely detrimental effects on victims, which can be fatal if they do not have sufficient knowledge. Research Setiawan (2019) indicates that abduction in educational environments adversely affects children psychologically, leading to trauma due to the lack of knowledge about abduction prevention. Children who are not equipped with this knowledge will feel more anxious and fearful in social situations or public places. This view is reinforced by Aurel (2020), who notes that a lack of knowledge about how to prevent abduction can lead to anxiety or fear in certain social situations.

According to Fauziah (2023), the impact on child abduction victims includes being forced into street life, begging, and commercial sex work. Victims of abduction experience trauma, stress, and confusion, and they are prone to emotional and physical disturbances such as anxiety, depression, fear, loss of self-confidence, and physical pain. Fear and trauma are the most apparent effects, although the severity varies between individuals depending on the type of crime experienced. This view is supported by Nadia (2021), who notes that children who experience trauma show varying degrees of severity depending on the case and how it is handled.

Factors that lead to children becoming victims of abduction include parental and family negligence in supervising children, lack of children's understanding about being cautious with strangers, the perpetrator's intent, and the victim being a contributing factor to the abduction (Arthani, 2021; Maulidya et al., 2024). Insufficient parental supervision can provide opportunities for crimes to occur, especially when children are left in secluded and high-risk areas where they are more likely to become abduction targets (Ningrum et al., 2024; Saputri et al., 2023; Zaenal, 2017).

One of the efforts to improve children's knowledge about abduction prevention is the research conducted by Firmansyah et al. (2023). This study used puppet show media to raise self-awareness about the importance of child safety and dealing with unsafe situations, such as abduction in schools. While this method showed effective results, it was not optimal. Similarly, Ayomi et al. (2023) conducted research indicating that children became more aware of the meaning of abduction, its impacts, and the risks involved, gaining a better understanding of how to handle such situations. However, the results were also not optimal. These conditions need to be followed up with the introduction of the AVOID game as a medium to enhance children's knowledge about abduction prevention.

The game is an adventure game consisting of three levels: recognizing close individuals, distinguishing between known and unknown people, and responding when confronted by an abductor. The first level focuses on children's ability to recognize close individuals, such as family members. The second level enhances their ability to identify people around them and distinguish strangers or unknown individuals. The third level develops children's ability to respond appropriately when faced with an abductor.

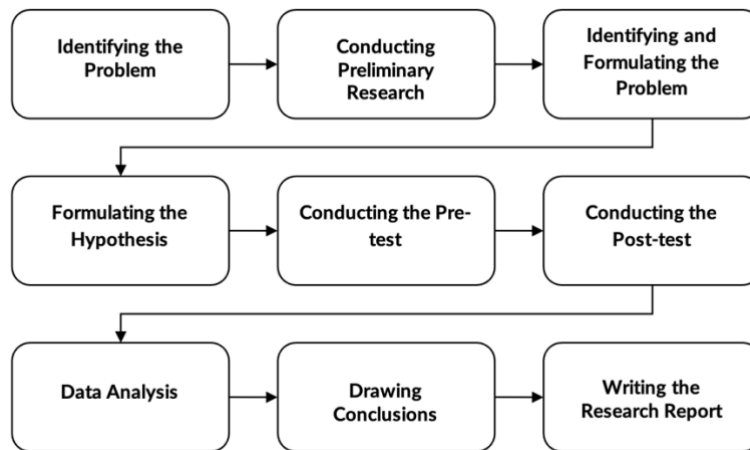
According to Rahman & Tresnawati (2016), educational games are learning media used in the teaching process. Hasanah et al. (2021) stated that educational games are designed to support teaching and learning processes in a more enjoyable and creative manner. The reason for choosing the AVOID game as an effective educational medium to increase children's knowledge about abduction prevention is that well-planned and guided educational games can have a positive impact on children, contrary to the common perception that games are entirely negative (Hadisaputra, 2022). This is further supported by Hartati (2023), who asserted that educational games with well-planned and guided instruction can positively affect children.

The importance of knowledge for early childhood should be followed up by teachers with efforts to enhance children's knowledge about abduction prevention. This study aims to determine the influence of the AVOID game on children's knowledge about abduction prevention at TK ABA Danunegaran Yogyakarta. Previous research has tended to focus more on the provision of educational games in general learning, whereas children's knowledge about abduction prevention has not been deeply understood (Pratama et al., 2020). The significant results of the AVOID game in enhancing the knowledge of group A and B children at TK ABA Danunegaran are expected to provide better insights into how to utilize the AVOID game in kindergartens, laying the groundwork for the development of more holistic and child-oriented educational approaches.

## **METHOD**

The type of research used is Pre-Experimental Designs. This approach was chosen because the researchers have not yet conducted a true experiment. The research procedure includes selecting and formulating problems, grouping subjects and measurement instruments, choosing the research design, and testing hypotheses (Soesilo, 2018).

The study population consisted of 30 children in groups A and B at TK ABA Danunegaran Yogyakarta. The sample was selected based on purposive sampling, resulting in 28 children. The detailed characteristics of the sample include children in groups A and B at TK ABA Danunegaran Yogyakarta who have never experienced an abduction incident. The data collection instrument was a questionnaire in the form of a Children's Work Sheet (LKA) with grids on recognizing close people, distinguishing strangers, identifying people and places that provide help, and responding in dangerous conditions with an abduction setting. The research instrument was validated by expert judgement by Avanti Vera Risti Pramudyani, M.Pd., a lecturer at PG PAUD UAD, and was declared valid in terms of construct and content. The collected data were analyzed using the Wilcoxon test in SPSS version 25. The research flow can be seen in Figure 1 below.



**Figure 1. Research flow**

## **RESULTS AND DISCUSSION**

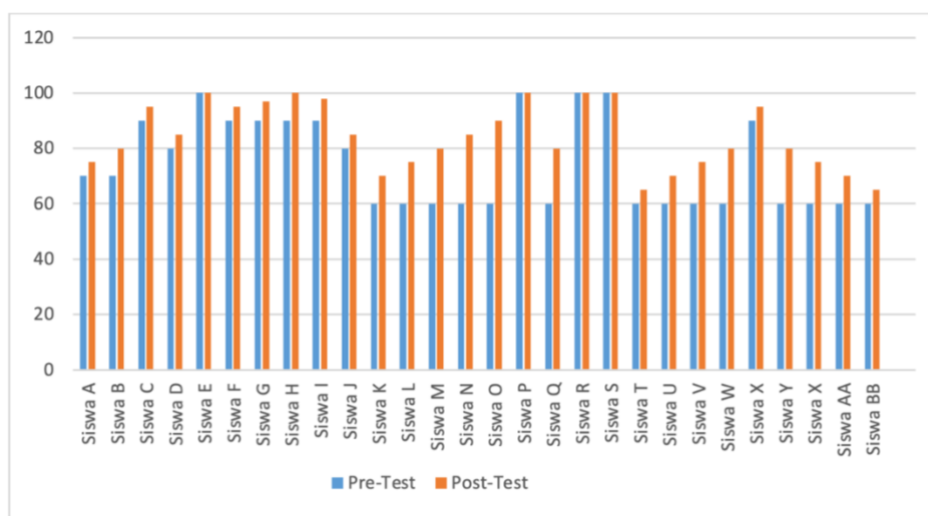
This game serves as a medium to impart knowledge about child abduction prevention, developed by the PKM-PM AVOID game team. The game, named AVOID game, utilizes Microsoft PowerPoint and Canva applications. It contains educational material on abduction prevention, which is a common issue among children. The game is simple, incorporating sounds, images, and straightforward instructions to ensure that it is easy for children to understand. Therefore, the AVOID game is beneficial in educating children about abduction prevention through an engaging and interactive medium.

This study examines the differences in children's knowledge about abduction prevention before and after the intervention. The research sample consisted of 28

children out of a total of 30 children in groups A and B at TK ABA Danunegaran Yogyakarta. The sample included 14 boys and 14 girls. The differences in the number of children were based on observations and interviews with the teachers at the school.

The first step in data collection was the initial treatment (pre-test). This treatment was conducted to measure children's knowledge about abduction prevention and their scores before the intervention. The next step involved the intervention in the form of the AVOID game treatment to prevent child abduction at TK ABA Danunegaran Yogyakarta. The initial treatment (pre-test) involved playing the AVOID game, which consists of three levels: Level 1 includes recognizing close people, Level 2 involves recognizing people around them, and Level 3 focuses on self-protection methods. The final step was conducting the final treatment (post-test). Both the initial and final treatments, or the pre-test and post-test, were carried out at TK ABA Danunegaran Yogyakarta using student worksheets.

The data comparison between pre-test and post-test scores is presented in the following graph (Figure 2).



**Figure 2. Graph of pre-test and post-test comparison results**

Based on the comparison **Figure 2** above, the sample size consisted of 14 boys and 14 girls. The difference in the number of children is based on observations and interviews with teachers at TK ABA Danunegaran Yogyakarta. The total number of children at the kindergarten is 30 students, comprising 15 boys and 15 girls. Among the many boys and girls who took the pre-test and post-test, students E, P, R, and S consistently scored 100. Additionally, the most significant improvement was seen in

student O, whose score increased from 60 to 90. The significant improvement in scores is attributed to the children's high curiosity and preference for activities in the form of games, such as playing the AVOID game. Curiosity is the continuous desire to understand more deeply what is observed, heard, and learned, and it is the foundation of human knowledge (Fauzi et al., 2017; Ningrum et al., 2019).

Children at TK ABA Danunegaran Yogyakarta exhibit a high level of curiosity about the AVOID game. This aligns with Ridwan et al. (2020), who state that children generally possess high learning abilities and a strong sense of curiosity, and are typically attracted to engaging games. Similarly, Cahyaningtyas (2020) observes that students have the characteristic of being easily interested in new things or having a high sense of curiosity. This is further supported by Lubis (2019), who notes that every child has an inherent curiosity to learn more about their surroundings, including about themselves.

Children who achieved consistent scores included students E, P, R, and S, several of whom are boys. Boys tend to enjoy playing games. According to Ratnawati & Putra (2020), boys are more likely to spend more time playing games compared to girls, and they feel a unique enjoyment in completing game levels. Similarly, Oktavian et al. (2018) stated that the varying levels of difficulty in games make boys more interested in completing them. Additionally, games are more popular among boys because they tend to enjoy challenges and action, and games provide an exciting and challenging playing experience (Masya & Candra, 2016). This indicates that game enthusiasts are predominantly boys, as they prefer more challenging activities.

**Table 1. Results of pre-test and post-test on children's knowledge about abduction prevention at TK ABA Danunegaran Yogyakarta**

<i>Deskripsi</i>	<i>Pre Test</i>	<i>Post Test</i>
Mean	74.29	84.46
Median	65.00	82.50
Modus	60	80
Std. Deviasi	16.200	11.793
Max	100	100
Min	60	65

Based on **Table 1**, it can be seen that there is an increase in children's knowledge related to abduction prevention, as evidenced by the pre-test and post-test results. The pre-test results show a mean score of 74.29, indicating that children initially had low knowledge about abduction prevention. In contrast, the post-test results show a high mean score of 84.46. Additionally, the median score in the pre-test data was 65.00, while in the post-test data it was 82.50. The standard deviation for the pre-test results

was 16.200, and for the post-test results, it was 11.793. The maximum and minimum scores in the pre-test data were 100 and 60, respectively, while in the post-test data, they were 100 and 65.

The differences in pre-test and post-test results are attributed to the increase in children's knowledge about abduction prevention. Starting from the first level, children can recognize their close relatives such as their father, mother, siblings, grandfather, and grandmother. In the second level, children can distinguish between strangers and their close relatives. In the third level, children can respond appropriately when they are in dangerous situations. These game levels significantly influence children's knowledge to prevent abduction. This is supported by Krisdiawan & Ramdhany (2018), who state that educational games can effectively impart knowledge about abduction prevention to children.

Data analysis in this study utilized the Wilcoxon test via SPSS. The analysis results are shown in **Table 2**.

**Table 2. Wilcoxon test results (ranks)**

		<i>ranks</i>		
		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
<i>Posttest - Pretest</i>	<i>Negative Ranks</i>	0 <sup>a</sup>	.00	.00
	<i>Positive Ranks</i>	24 <sup>b</sup>	12.50	300.00
	<i>Ties</i>	4 <sup>c</sup>		
	<i>Total</i>	28		

Based on Table 2, it can be seen that the negative ranks between children's knowledge about abduction prevention for the pre-test and post-test are 0, including the values for N, Mean Rank, and Sum of Ranks. This indicates that there was no decrease in scores from the pre-test to the post-test. Furthermore, the positive ranks between children's knowledge about abduction prevention for the pre-test and post-test show that with 24 positive data points (N), there was an increase in children's knowledge about abduction prevention from the pre-test to the post-test. The mean rank or average increase is 12.50, while the total sum of ranks is 300.00. Additionally, the ties value is 4, meaning that there were identical scores between the pre-test and post-test.

**Table 3. Wilcoxon test results (test statistics<sup>a</sup>)**

<i>Test Statistics<sup>a</sup></i>	
<i>Posttest - Pretest</i>	
<i>Z</i>	-4.312 <sup>b</sup>



Asymp. Sig. (2-tailed)	.000
------------------------	------

Based on **Table 3**, it is evident that if the Asymp. Sig. value is less than 0.05, the hypothesis is accepted; if it is greater than 0.05, the hypothesis is rejected. The output test statistic shows an Asymp. Sig. (2-tailed) value of  $0.000 < 0.05$ , indicating a significant difference between the pre-test and post-test knowledge of children about abduction prevention. This implies that the AVOID game significantly impacts children's knowledge about abduction prevention at TK ABA Danunegaran Yogyakarta. The AVOID game helps children recognize close individuals, distinguish between known and unknown people, and respond appropriately in dangerous situations.

The data reveals a significant increase in children's knowledge about abduction prevention from the pre-test to the post-test after the intervention. This change underscores the effectiveness of the AVOID game in providing a fun and engaging learning experience, consistent with the findings of Rahayu & Fujiati (2018), who stated that educational games deliver enjoyable and entertaining learning experiences. This is further supported by Chahya Dinyka et al. (2023), who emphasized the entertaining nature of educational games during the learning process.

The negative impacts of excessive screen-based gaming include prolonged exposure to screens, which can lead to eye strain, headaches, and a lack of rest. According to Puspitasari et al. (2021), other effects of excessive screen-based gaming are eye fatigue, blurred vision, and headaches due to forgetting to take breaks. Additionally, excessive screen-based gaming can lead to dependency and obsessive behavior towards the game. This is reinforced by Putri et al. (2023), who state that children who are dependent on games tend to exhibit very obsessive behavior with the game and spend a lot of time in front of screens.

The rules for using AVOID games to keep children safe from addiction include setting specific times for gaming and teaching children to be responsible by adhering to the rules established at the outset of gameplay. This aligns with the opinion of Ulya et al. (2021), who suggest that managing game addiction can be achieved by allotting specific times for gaming and teaching children to be responsible for their activities, as well as establishing consequences if the rules are violated. Another rule to avoid game addiction is through active supervision, monitoring, and open communication with children. As noted by Hermawan & Kudus (2021), the role of parents is crucial in a

child's development, so they need to engage in active supervision, monitoring, and maintain open communication to prevent children from becoming addicted to games.

The AVOID game content includes education on the prevention of child abduction, which often occurs with children. This game consists of three levels aimed at providing knowledge, understanding, and steps for children to prevent abduction. For example, the first level, recognizing close individuals, is the easiest and the initial level because the individuals the child knows are the closest people, namely family, who can provide a sense of safety, comfort, fairness, and protection. According to Oktavianingsih (2018), the family is the closest party that needs to be recognized by the child and forms relationships and interactions among family members. This is reinforced by Zahrok & Suarmini (2018), who state that the presence of family creates an atmosphere of security, comfort, fairness, and protection. Thus, recognizing family members is the initial stage before getting to know others. Children feel safe when they are with their family compared to strangers they do not yet know. The family is an inseparable element of life, forming close bonds between its members, such as father, mother, siblings, grandfathers, and grandmothers.

The second level focuses on the child's ability to recognize people around them and distinguish strangers or unfamiliar individuals. In this level, children are shown pictures of their family from the first level and images of strangers they have never seen before to differentiate between close individuals and strangers. At this level, children can distinguish strangers from those who are close to them. According to Johnson et al. (2005), teaching children what to do if a stranger asks them to go with them is crucial. This helps train children to recognize strangers, as not all strangers have good intentions; some may have malicious intents, such as kidnapping.

The third level focuses on the child's ability to respond correctly when a kidnapper offers food, drinks, or asks them to go with them. This level also provides understanding and knowledge about the individuals and places that can help children protect themselves when facing a kidnapper, such as crying, accepting, rejecting, and running away. According to Johnson et al. (2005), teachers and parents play a crucial role in teaching children to say "no," run away, and inform a teacher when a kidnapper tries to lure them. This can teach children to reject offers from strangers to avoid abduction.

In each level, children face game challenges that increase in difficulty. If played without interruptions and the child is able to overcome the challenges at each level, the

game duration is approximately 5 minutes. This relatively short duration takes into account the screen time for young children. If the child encounters difficulties while playing, the time required will exceed 5 minutes. Additionally, the game's instruction manual includes guidance for supervision by teachers, parents, or other adults to assist the child if they encounter difficulties or to provide direction according to the game's instructions. Nurhamida et al. (2023) state that the duration of video screenings given to children should not exceed 20 minutes, whether for learning activities or "movie time." According to Manfaatin & Aulia (2024), effective screen time management can enhance children's learning and play experiences and improve communication between children, parents, and others. This is reinforced by Pratikno & Sumantri (2020), who state that screen time is a term used to describe the use of gadgets for a certain period, allowing parents to control their children's gadget usage time.

This research provides insights into children's knowledge about abduction prevention at TK ABA Danunegaran Yogyakarta. However, this study has several limitations that need to be considered, including the limited sample size of only 28 children whose data were analyzed. This limitation results in methodological constraints in statistical analysis, using non-parametric analysis, making it difficult to generalize the findings to populations beyond the research sample. To address these limitations, similar research should be conducted with an increased number of subjects and enhanced types of experiments, not only quasi-experiments but also pure experiments, to allow for broader generalization of the results. In this study, there were several variables that could not be controlled and affected the dependent variable. Therefore, the results of this research are not entirely influenced by the independent variables (Sugiyono, 2016).

## **CONCLUSION**

Based on the results and discussion, it can be concluded that the knowledge of children in groups A and B at TK ABA Danunegaran Yogyakarta about abduction prevention is generally low. This low level of knowledge is attributed to various factors commonly occurring in the children's environment. However, the introduction of the AVOID game in this study demonstrated a significant improvement in children's knowledge about abduction prevention. The statistical analysis showed an Asymp. Sig. (2-tailed) value of  $0.000 < 0.05$ , indicating a significant influence of the AVOID game on

children's knowledge about abduction prevention at TK ABA Danunegaran. Through the AVOID game, children learned to recognize close individuals who provide a sense of security, distinguish between harmless and dangerous strangers, and respond appropriately when confronted by potential abductors. Therefore, the AVOID game can be considered an effective method to enhance children's knowledge about abduction prevention. However, this study was limited by its small sample size and specific context. Further research with a broader scope is recommended to validate these findings and examine the long-term impact of the AVOID game on children's knowledge.

## **ACKNOWLEDGMENT**

I would like to express my gratitude to the PG PAUD FKIP UAD program, my parents, my supervising lecturer Avanti Vera Risti Pramudyani, M.Pd., and the staff and students of TK ABA Danunegaran Yogyakarta. Special thanks to my friends Devi, Septa, Icak, Lisa, Anita, Putri, Erina, and Davenia for their constant encouragement and support in completing this final project.

## **REFERENCES**

- Agung, A. P. D., Sepud, I. M., & Dewi, A. A. S. L. (2020). Sanksi Pidana Terhadap Pelaku Penculikan Anak. *Jurnal Preferensi Hukum*, 1(2), 191–195. <https://doi.org/10.22225/jph.1.2.2388.195-195>
- Arthani, N. L. G. Y. (2021). Strategi Pencegahan Kejahatan Penculikan Anak pada Saat Aktivitas Pulang Sekolah. *Satya Dharma: Jurnal Ilmu Hukum*, 4(1), 68–83.
- Aurel, K. (2020). *Perancangan Informasi Mengenai Social Anxiety Disorder Melalui Media Buku Motivasi Ilustrasi*. Universitas Komputer Indonesia.
- Ayomi, P. N., Juniartha, I. W., Maharani, I. G. A. B., & Sujianingrum, N. L. K. (2023). Meningkatkan Kesadaran Terhadap Perundungan dan Pencegaham Penculikan Anak Sekolah di SD No. 1 Cemagi. *SENADIBA: Seminar Nasional Pengabdian Kepada Masyarakat*, 182–188.
- Cahyaningtyas, A. S. (2020). Pembelajaran Menggunakan Augment Reality Untuk Anak Usia Dini di Indonesia. *Jurnal Teknologi Pendidikan*, 5(1), 20–37. <https://doi.org/10.33394/jtp.v5i1.2850>
- Chahya Dinyka, F., Widyadara, M. A. D., & Mahdiyah, U. (2023). *Game Edukasi Penghitungan Aritmatika Pada Anak Sekolah Dasar*. Universitas Nusantara PGRI

Kediri.

- Daipon, D. (2017). Penculikan Anak (Antara Realitas dan Responsif Normatifnya Menurut Pidana Islam). *Jurnal Humanisma*, 1.
- Fauzi, A. R., Zainuddin, & Atok, R. Al. (2017). Penguatan Karakter Rasa Ingin Tahu dan Peduli Sosial Melalui Discovery. *Jurnal Teori Dan Praksis Pembelajaran IPS*, 2(2), 27–36.
- Fauziah, D. R. (2023). Bullying Dalam Perspektif Ke-Islaman. *Islamic Education*, 1(3), 642–654.
- Firmansyah, M. R., Marsella, M., & Panglewai, L. (2023). Menumbuhkan Self-Awareness Dengan Media Hand Puppet Show Sebagai Upaya Preventif Tindak Penculikan Pada Anak. *Community Development Journal*, 4(2), 4408–4414.
- Hadisaputra. (2022). Strategi Pemanfaatan Game Online dalam Mendidik Anak Usia Dini. *Indonesian Journal of Early Childhood Education*, 5(1), 1–14. <https://doi.org/10.24252/nananeke.v5i1.26721>
- Hartati, S. (2023). Pembelajaran Partisipatif dengan Metode Game pada Rumpun Pendidikan Agama Islam di Madrasah Aliyah Negeri (MAN) 1 Lampung Tengah. *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam*, 7(1), 110–122. <http://ojs.ummetro.ac.id/index.php/attajdid/article/view/2687/1542%0Ahttp://ojs.ummetro.ac.id/index.php/attajdid/article/view/2687>
- Hasanah, U., Safitri, I., Rukiah, R., & Nasution, M. (2021). Menganalisis Perkembangan Media Pembelajaran Matematika Terhadap Hasil Belajar Berbasis Game. *Indonesian Journal of Intellectual Publication*, 1(3), 204–211.
- Hermawan, D., & Kudus, W. A. (2021). Peran Orang Tua dalam Mencegah Anak Kecanduan Bermain Game Online di Era Digital. *Jurnal Pendidikan Indonesia*, 2(5), 778–789. <https://doi.org/10.36418/japendi.v2i5.171>
- Huda, M. (2023, January 25). Dua Terduga Pelaku Penculikan Anak di Danunegaran Kota Yogyakarta Sempat Tersenyum Saat Dikejar. *Tribunjogja.Com*. <https://jogja.tribunnews.com/2023/01/25/dua-terduga-pelaku-penculikan-anak-di-danunegaran-kota-yogyakarta-semapat-tersenyum-saat-dikejar>
- Johnson, B. M., Miltenberger, R. G., Egemo-Helm, K., Jostad, C. M., Flessner, C., & Gatheridge, B. (2005). Evaluation of Behavioral Skills Training for Teaching Abduction-Prevention Skills To Young Children. *Journal of Applied Behavior Analysis*, 38(1), 67–78. <https://doi.org/10.1901/jaba.2005.26-04>

- Jumhur, M. F., Kadarisman, A., & Soedewi, S. (2023). Perancangan Buku Ilustrasi Anak untuk Mencegah Penculikan Anak di Kota Bandung. *E-Proceedings of Art & Design*, 10(6).
- Krisdiawan, R. A., & Ramdhany, T. (2018). Implementasi Algoritma Fisher Yates Pada Games Edukasi Pengenalan Hewan Untuk Anak Sd Berbasis Mobile Android. *Jurnal Komputer Bisnis*, 11(2), 14–22.
- Lubis, M. Y. (2019). Mengembangkan Sosial Emosional Anak Usia Dini Melalui Bermain. *Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 41–58. [https://doi.org/10.25299/ge.2019.vol2\(1\).3301](https://doi.org/10.25299/ge.2019.vol2(1).3301)
- Manfaat, E., & Aulia, M. (2024). Pengaruh Screen Time Terhadap Perkembangan Anak Usia Dini. *Al-Muhadzab: Jurnal Pendidikan Islam Anak Usia Dini*, 01(01), 18–31. <https://jurnal.staidaf.ac.id/index.php/almuhadzab/article/view/273%0Ahttps://jurnal.staidaf.ac.id/index.php/almuhadzab/article/download/273/98>
- Margaret, M., & Ihsan, R. (2022). Strategi Pencegahan Kejahatan Penculikan Anak Di TK Khairunissa, Kreo, Tangerang, Banten. *Ikraith-Abdimas*, 5(2), 59–66.
- Masya, H., & Candra, D. A. (2016). Faktor-Faktor yang Mempengaruhi Perilaku Gangguan Kecanduan Game Online pada Peserta Didik Kelas X Di Madrasah Aliyah Al Furqon Prabumulih Tahun Pelajaran 2015/2016. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 3(2), 103–118. <https://doi.org/10.24042/kons.v3i2.575>
- Maulia, T. Y. A., & Saptatiningsih, R. I. (2020). Implementasi Undang- Undang No. 35 Tentang Perlindungan Anak. *Jurnal Kewarganegaraan*, 4(1), 10–16.
- Maulidya, D. Z., Devi, K. I., Pratiwi, N. I., Fatmahanik, R. A., & Khilmiah, R. (2024). Kajian Yuridis Tentang Tindak Pidana Terhadap Kemerdekaan Orang Ditinjau dari Hukum di Indonesia. *Jurnal Lentera Ilmu (JLI)*, 1(1), 64–74.
- Nadia, D. (2021). *Fungsi Lembaga Konsultasi Kesejahteraan Keluarga dalam Menangani Trauma Fisik dan Mental Anak Korban Kekerasan Seksual di Kabupaten Pringsweu*. Doctoral dissertation, UIN Raden Intan Lampung.
- Ningrum, C. H. C., Fajriyah, K., & Budiman, M. A. (2019). Pembentukan Karakter Rasa Ingin Tahu Melalui Kegiatan Literasi. *Indonesian Values and Character Education Journal (IVCEJ)*, 2(2), 69–78. <https://doi.org/10.23887/ivcej.v2i2.19436>
- Ningrum, H. W. S., Yoesoef, M., & Budianta, M. (2024). Tubuh Sebagai Resistansi Subaltern dalam Novel Perempuan yang Menangis Kepada Bulan Hitam Karya Dian Purnomo. *SAWERIGADING*, 30(1), 143–156.

- Nurhamida, Marhun, M., & Inten, D. N. (2023). Studi Deskriptif Penerapan Screen Time Terhadap Aspek Perkembangan Anak Usia Dini. *Jurnal Riset Pendidikan Guru Paud (JRPGP)*, 3(1), 55–62. <https://doi.org/10.29313/jrpgp.v3i1.2031>
- Oktavian, N., Nurhidayat, S., & Nasriati, R. (2018). Pengaruh Durasi Bermain Terhadap Adiksi Game Online Pada Remaja di Warung Internet XGC Kecamatan Dolopo Kabupaten Madiun. *Health Sciences Jurnal (Jurnal Ilmiah Mahasiswa)*, 2(2), 72–82.
- Oktavianingsih, E. (2018). Pengembangan Program Pelibatan Orangtua dalam Penyelenggaraan Pendidikan Anak Usia Dini. *Journal of Early Childhood Care and Education*, 1(2), 1–15.
- Pangaribowo, W. S., & Utomo, A. P. (2023, January 25). Dugaan Percobaan Penculikan Anak 9 Tahun di Yogyakarta, Korban Trauma dan Sempat Tak Mau Berangkat Sekolah. *Kompas.Com*.  
[https://yogyakarta.kompas.com/read/2023/01/25/171841478/dugaan-percobaan-penculikan-anak-9-tahun-di-yogyakarta-korban-trauma-dan#google\\_vignette](https://yogyakarta.kompas.com/read/2023/01/25/171841478/dugaan-percobaan-penculikan-anak-9-tahun-di-yogyakarta-korban-trauma-dan#google_vignette)
- Piara, M., Irdianti, I., Firmansyah, M. R., Hamid, M. W., & Pratiwi, N. Y. (2023). Pengenalan Self-Awareness dengan Media Hand Puppet untuk Mencegah Tindak Penculikan Anak di Raudhatul Athfal Al-Fathanah Makassar. *Jurnal Abdimas Indonesia*, 3(2), 201–209.
- Pratama, L. D., Lestari, W., & Astutik, I. (2020). Penggunaan Media Edutainment di Tengah Pandemi Covid-19. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 9(2). <https://doi.org/https://doi.org/10.24127/ajpm.v9i2.2783>
- Pratikno, A. S., & Sumantri, S. (2020). Digital Parenting: Bagaimana Mencegah Kecanduan Gadget pada Anak. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 2(1), 107–123.
- Puspitasari, I., Indanah, I., Faridah, U., & Saefudin, I. (2021). Hubungan Penggunaan Smartphone dengan Fungsi Penglihatan pada Anak Sekolah di SDN Margomulyo Tayu Pati. *In Prosiding University Research Colloquium*, 66–71.
- Putri, M. Y., Yuliana, Y., Yulastri, A., Erianti, Z., & Izzara, W. A. (2023). Artikel Review: Dampak Kecanduan Bermain Game Terhadap Kesehatan Mental. *Jurnal Psikologi Dan Konseling West Science*, 1(5), 291–303.
- Rahayu, S. L., & Fujiati, F. (2018). Penerapan Game Design Document dalam Perancangan Game Edukasi yang Interaktif untuk Menarik Minat Siswa dalam

- Belajar Bahasa Inggris. *Jurnal Teknologi Informasi Dan Ilmu Komputer*, 5(3), 341–346. <https://doi.org/https://doi.org/10.25126/jtiik.201853694>
- Rahman, R. A., & Tresnawati, D. (2016). Pengembangan Game Edukasi Pengenalan Nama Hewan dan Habitatnya dalam 3 Bahasa Sebagai Media Pembelajaran Berbasis Multimedia. *Jurnal Algoritma*, 13(1), 184–190.
- Ratnawati, D., & Putra, H. R. (2020). Hubungan Perilaku Bermain Game Online dengan Carpal Tunnel Syndrome pada Remaja. *Indonesian Journal of Health Development*, 2(1).
- Ridwan, T., Hidayat, E., & Abidin, Z. (2020). Edugames N-Ram untuk Pembelajaran Geometri pada Anak Usia Dini. *Jurnal Teknoinfo*, 14(2), 89–94. <https://doi.org/10.33365/jti.v14i2.508>
- Rinepta, A. G. (2023, January 25). Waspada! Percobaan Penculikan Bocah Di Jogja, Pelaku Masih Gentayangan. *Detik.Com*. <https://www.detik.com/jateng/jogja/d-6534026/waspada-percobaan-penculikan-bocah-di-jogja-pelaku-masih-gentayangan>
- Saputri, S. D., Istijab, & Sulatri, K. (2023). Tindak Pidana Penculikan Anak dalam Perspektif Kriminologi. *YURIJAYA, Jurnal Ilmiah Hukum*, 5(3), 43–53.
- Saraswati, B. D. (2023, February 2). Sederet Kasus Dugaan Penculikan Anak di Jogja Sepanjang Januari 2023. *Harianjogja.Com*. <https://jogjapolitan.harianjogja.com/read/2023/02/02/510/1125071/sederet-kasus-dugaan-penculikan-anak-di-jogja-sepanjang-januari-2023>
- Setiawan, A. (2019). *Analisis Perlindungan Hukum terhadap Anak Korban Penculikan oleh Tenaga Pendidik di Lampung Selatan*.
- Soesilo, T. D. (2018). *Penelitian Inferensial dalam Bidang Pendidikan*.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.
- Ulya, L., Sucipto, S., & Fathurohman, I. (2021). Analisis Kecanduan Game Online Terhadap Kepribadian Sosial Anak. *Jurnal Educatio Fkip Unma*, 7(3), 1112–1119.
- UNICEF. (1989). *The United Nations Convention on The Rights of The Child*.
- Zaenal, N. (2017). *Tinjauan Kriminologis Terhadap Kejahatan Penculikan Anak*.
- Zahrok, S., & Suarmini, N. W. (2018). Peran Perempuan dalam Keluarga. *IPTEK Journal of Proceedings Series*, 61–65.