



Psychoeducation for Parents Through a News Website on the Risks of Artificial Intelligence Dependence Among Students

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Info Article Received : 01 Mei 2026 Revised : 03 Juni 2026 Accepted : 02 Juli 2026 Publication : 31 Juli 2026	Abstract: <i>The use of Artificial Intelligence (AI) is becoming increasingly widespread among students, particularly in the completion of school assignments. However, excessive dependence on AI may reduce critical thinking skills, creativity, and learning independence. This community service program aims to provide psychoeducation to parents about the dangers of AI dependence among students through an online news platform. The method employed was a one-group pretest-posttest design involving 10 parents. The psychoeducation program was delivered through articles published on the Opini Harian Bhirawa news website. The results indicate that the psychoeducational method effectively enhanced parents' understanding of the negative impacts of excessive AI use. The use of a website-based psychoeducation method also proved to be accessible and efficient for information dissemination. However, the absence of direct interaction limits emotional engagement & deeper comprehension. This program recommends combining online approaches with direct interactions through webinars or interactive discussions to achieve more effective outcomes.</i>
Keywords: <i>AI Dangers, Students, Parents</i> Kata Kunci: Bahaya AI, Pelajar, Orang Tua	
Licensed Under a Creative Commons Attribution 4.0 International License 	Abstrak: Penggunaan Artificial Intelligence (AI) semakin meluas di kalangan pelajar, terutama dalam proses pengerjaan tugas sekolah. Namun, ketergantungan yang berlebihan terhadap AI dapat menurunkan kemampuan berpikir kritis, kreativitas, dan kemandirian belajar pelajar. Pengabdian ini bertujuan untuk memberikan psikoedukasi kepada orang tua mengenai bahaya ketergantungan AI pada pelajar melalui platform berita daring. Metode yang digunakan adalah desain one group pretest-posttest dengan partisipan sebanyak 10 orang tua. Program psikoedukasi disampaikan melalui artikel yang diunggah di situs berita Opini Harian Bhirawa. Hasil pengabdian ini menunjukkan bahwa metode psikoedukasi ini efektif dalam meningkatkan pemahaman orang tua mengenai dampak negatif penggunaan AI yang berlebihan. Penggunaan psikoedukasi melalui website juga terbukti memberikan kemudahan dalam penyebaran informasi dan aksesibilitas bagi para orang tua. Namun, keterbatasan berupa kurangnya interaksi langsung menjadi tantangan dalam memperdalam pemahaman dan keterlibatan emosional. Pengabdian ini merekomendasikan penggabungan metode daring dengan interaksi langsung melalui webinar & diskusi interaktif untuk mencapai hasil yang lebih efektif.

INTRODUCTION

Artificial Intelligence (AI) has been developed for several decades, although its progress has experienced multiple “AI winters,” periods characterized by significant reductions in funding and user interest. In recent years, however, AI development has accelerated rapidly, as has its adoption. AI technology can now perform an extensive range of tasks, including manipulating images, generating videos, answering complex questions, and imitating human characteristics in visual and auditory forms.

AI has been widely adopted across generations, including among students. A survey reported by Tirto.id in May 2024 revealed that approximately 86.2% of Indonesian students aged 15–21 (from a total sample of 1,501 respondents) have used AI to assist with school assignments. This finding not only reflects the high adoption of AI-based tools among youth but also highlights a shift toward increasingly digital learning practices. Tools such as problem-solving applications, text generators, and data analysis platforms may offer practical solutions for improving efficiency and accuracy in academic tasks. Consequently, this growing trend underscores the need for the education system to adapt through revised assessment methods and monitoring systems to maintain academic integrity. Research by Tamrin et al. (2024) indicates several factors contributing to students’ reliance on AI, including low academic self-efficacy, high academic stress, and pressure to achieve good grades. These factors illustrate students’ need for fast and efficient solutions to complete schoolwork, ultimately encouraging dependence on AI technology.

Reliance on AI in learning can diminish students’ critical thinking abilities. Buçınca, Malaya, and Gajos (2021) and Ahmad et al. (2023) argue that students who overly depend on AI tend to accept information without questioning or deeply analyzing it. Such tendencies may lead to reduced cognitive functioning and impede students’ cognitive development (Ahmad et al., 2023; Devaki, 2024). Moreover, excessive AI usage may weaken individual creativity, as overreliance on AI generated ideas or solutions reduces opportunities for innovative and exploratory thinking (Ahmad et al., 2023; Devaki, 2024). AI can also replace deep thinking and independent problem-solving processes, diminishing users’ initiative and ability to solve problems autonomously (Basha, 2024; Jia & Tu, 2024; Devaki, 2024).

Another negative impact is the disruption of academic skills development. When AI is used excessively to complete academic tasks, students may experience reduced ability to independently understand and apply concepts (Basha, 2024; Devaki, 2024).

Furthermore, dependence on AI may reduce self-efficacy as individuals feel less capable of completing tasks without technological assistance (Jia & Tu, 2024). AI use can also expose individuals to misinformation, which may influence thinking patterns and decision making. Additionally, AI may increase the likelihood of plagiarism when users rely heavily on AI generated content without adequate understanding or analysis. Privacy risks also arise when personal data becomes susceptible to misuse (Zhai, Wibowo, & Li, 2024).

Parents play a crucial role in guiding children to avoid excessive dependence on AI in learning. Studies indicate that parental involvement significantly contributes to improved academic performance and learning motivation. By providing guidance and supplementary teaching at home, parents can help their children develop a deeper comprehension of school material without overreliance on technologies such as AI (Ernawati, 2023). This support helps children build self-confidence and complete tasks independently rather than relying on instant AI-generated answers.

Parents also play a central role in instilling discipline and ethical learning behaviours. Research shows that parents who actively guide, counsel, and monitor children can foster responsibility and discipline (Imbogo & Flora, 2018). Conversely, inadequate parental involvement may lead to disciplinary issues, dishonesty, and other negative behaviours (Chand, 2012). Therefore, parental supervision of AI use is vital to ensure that children retain critical thinking skills and develop independence in learning.

Therefore, this community service aims to enhance students' awareness regarding the risks associated with AI dependency by involving parents through a structured community outreach program. Delivered via an online news platform, the program provided scientific information regarding the dangers of AI dependence, the factors motivating students to use it, and recommendations for responsible AI use. This approach was intended to raise collective awareness about the essential role of parents in guiding children to use AI as a supportive tool rather than becoming fully dependent on it.

METHOD

This community service program was implemented through psychoeducation delivered via the *Opini Harian Bhirawa* news website. This method was chosen to enable long-term access to the psychoeducational material, ensuring that the impact extends beyond the timeframe of the program. A one-group pretest–posttest design was used to measure the effectiveness of the psychoeducation, involving administering a pretest,

delivering psychoeducational content, and administering a posttest. This approach also allowed the program to reach a broader audience online. A total of 16 parents participated, but 6 did not complete the post-test and were therefore excluded from the analysis. Consequently, the final sample consisted of 10 parents. The effectiveness of the program was analysed using the Wilcoxon test.

RESULTS AND DISCUSSION

The results of the community service program are presented below, starting with the demographic characteristics of the participants.

Table 1. Participant Demographic Data

No	Category		F	Percentage(%)
1	Ages	30	1	10%
		33	2	20%
		37	1	10%
		40	1	10%
		45	1	10%
		50	1	10%
		54	1	10%
		56	1	10%
		60	1	10%
2	Gender	Men	3	30%
		Women	7	70%
3	Number of children	1	5	50%
		2	1	10%
		3	4	40%
4	Job	Housewife	2	20%
		Teacher	4	40%
		Midwife	2	20%
		Farmer	1	10%
		etc	1	10%
Total			10	100%

A total of 10 parents participated in this program, with females comprising 70% and males 30%. Participants ranged from 30 to 60 years of age, with the highest concentration at age 33 (20%). Most participants had one child (50%), followed by those with three children (40%) and two children (10%). In terms of occupation, participants were predominantly teachers (40%), followed by housewives (20%), midwives (20%), farmers (10%), and other professions (10%). These demographics reflect the diversity of backgrounds of the participants who contributed to this community service activity.

Table 2. Wilcoxon Test

No	Test	Statistic	df	p
1	Wilcoxon W	52.0	9.00	0.014

The Wilcoxon test results show a Wilcoxon value of $W = 52.0$, $df = 9$, and a significance value ($p = 0.014$). Since the p -value is < 0.05 , it can be concluded that there is a significant difference between the pretest and posttest results.

Table 3. Pre-test, Post-test descriptive test Uji

No		N	Mean	SD	SE
1	Posttest	10	23.8	10.20	3.22
2	Pretest	10	19.5	8.06	2.55

In the descriptive table, it can be seen that the average pretest score was 19.5 with a standard deviation (SD) of 8.06 and a standard error (SE) of 2.55. Meanwhile, the average post-test score increased to 23.8 with $SD = 10.20$ and $SE = 3.22$. The increase in the average score from the pretest to the post-test shows that the psychoeducation method delivered through news websites is effective in improving parents' understanding of the dangers of AI dependence among students. Thus, disseminating information through online media such as news websites can be an effective alternative in providing education to the public.

Initially, most parents did not fully understand the potential risks posed by dependence on AI. This is in line with the statements by Ahmad et al. (2023) and Devaki (2024), who stated that dependence on AI can reduce critical thinking skills and decrease students' creativity. This condition is thought to occur because AI often offers instant solutions that reduce opportunities for children to develop deep thinking and independent problem-solving skills (Buçınca, Malaya, & Gajos, 2021; Devaki, 2024).

Through the dissemination of articles posted on various online news platforms, parents have become more aware of these potential dangers. Most of them have shown increased vigilance in supervising and guiding their children's use of AI technology to ensure that it remains within safe and educational limits. This shows that the psychoeducation program provided has been able to change parents' perceptions of the negative impacts of excessive AI use. Proper parental guidance can increase children's motivation to learn and help them develop critical thinking skills and independence in learning. Thus, the role of parents in controlling their children's use of AI is very important in order to balance the use of technology with the development of their cognitive abilities.

The use of psychoeducation through websites has its advantages, namely enabling the widespread dissemination of information at low cost and making it accessible at any time to parents who may be busy or have limited time. Through this method, information

can be continuously available and reviewed as needed, thereby helping to strengthen parents' understanding of the negative impacts of AI dependence and how to overcome them. However, there are several limitations that need to be considered. The educational process, which is conducted entirely online through news articles, has limitations in building emotional engagement and deep understanding among parents. As stated by Imbogo and Flora (2018), direct engagement between parents and educators can have a more profound effect in changing attitudes and behaviors. In addition, not all parents have adequate access to the internet or sufficient digital skills to access and understand the material presented. This can be an obstacle in ensuring that the information provided is fully understood and properly applied. In the future, a more holistic approach is needed, involving direct interaction in the form of webinars or online discussions that allow for two-way dialogue between organizers and parents. This will enable a deeper understanding and allow parents to ask questions and discuss issues related to their children's use of AI.



Picture 1. Newspaper Documentation



Picture 2. Newspaper Documentation

CONCLUSION

This community service program demonstrates that psychoeducation delivered through an online news platform is effective in improving parents' understanding of the dangers of AI dependence among students. Parents became more cautious and critical in supervising their children's AI usage, recognizing potential risks to critical thinking, creativity, and learning independence. These findings highlight the essential role of parents in ensuring that AI serves as a supportive learning tool rather than a replacement for independent thinking and problem-solving. Future psychoeducation programs on AI dependence should incorporate two-way interactive methods such as webinars or discussion forums to facilitate direct engagement and deeper understanding. Collaboration with schools and other educational institutions is also recommended to expand program reach and effectiveness. The authors express their gratitude to the Faculty of Psychology, Universitas Muhammadiyah Malang, for providing financial support for this community service program.

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