INTELEKTUALITA
Journal of Education Sciences and Teacher Training

https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

Digital Hedonistic Behavior Among Adolescent In Cafes: An Analysis Of The Failure Of Educational Management In Preparing 21st-Century Competencies

[1]Yusaini, [2]Salsabila Ys, [3]Buhori Muslim

[1,] State Islamic Institute Of langsa ,Aceh, Indonesia
[2]Universitas Pendidikan Indonesia
[3]Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia
yusaini@iainlangsa.ac.id, salsabilays@upi.edu, buhori.muslim@ar-raniry.ac.id
Corespondence: yusaini@iainlangsa.ac.id

Abstract

This study aims to analyze the transformation of adolescents' lifestyles, the impact of digital hedonistic behavior on 21st-century competency readiness, and the failure of educational management in directing the productivity and character development of the digital generation. The study employed a descriptive qualitative approach, using a closed-ended questionnaire consisting of 15 items as the primary research instrument. The questionnaire was distributed through Google Forms to communities in Langsa and several respondents from other regions. Data were analyzed using simple statistical techniques through pie charts to illustrate the percentage of respondents' perceptions regarding the investigated phenomenon. The findings reveal that cafés have undergone a social transformation, functioning not only as gathering spaces but also as centers of adolescents' digital activities dominated by entertainment-oriented and consumptive cultures. Digital hedonistic behavior was also found to contribute to declining learning productivity, weak time-management skills, and limited readiness for 21st-century competencies. Furthermore, the study identifies shortcomings in educational management, reflected in the suboptimal roles of schools, families, and social environments in fostering healthy and productive technology-use cultures among adolescents.The implications of this study emphasize the urgency of strengthening character education grounded in digital literacy, reformulating educational management to become more adaptive to technological developments, and fostering collaboration among schools, families, governments, and communities in shaping a productive, creative, and future-ready younger generation capable of addressing the challenges of the 21st century.

Keywords: Behavior, Hedonism, Digital, Cafe, Adolescents, and 21st-Century Competencies

Abstrak

Penelitian ini bertujuan menganalisis transformasi gaya hidup remaja, dampak perilaku hedonis digital terhadap kesiapan kompetensi abad ke-21, serta kegagalan manajemen pendidikan dalam mengarahkan produktivitas dan karakter generasi digital. Penelitian menggunakan pendekatan kualitatif deskriptif dengan instrumen penelitian berupa angket tertutup yang terdiri atas 15 pertanyaan. Angket disebarkan kepada masyarakat Kota Langsa dan beberapa masyarakat dari daerah lain melalui

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

Google Form. Statistik yang digunakana unruk menganalisis data adalah statistik sederhana melalui diagram lingkaran (*pie-chart)* untuk menggambarkan persentase persepsi responden terhadap fenomena yang diteliti. Hasil penelitian menunjukkan bahwa kafe telah mengalami perubahan fungsi sosial menjadi pusat aktivitas digital remaja yang didominasi hiburan dan budaya konsumtif. Perilaku hedonis digital juga berpengaruh terhadap menurunnya produktivitas belajar, lemahnya pengelolaan waktu, dan rendahnya kesiapan kompetensi abad ke-21. Selain itu, penelitian ini menemukan adanya kegagalan manajemen pendidikan yang terlihat dari belum optimalnya peran sekolah, keluarga, dan lingkungan sosial dalam membangun budaya penggunaan teknologi yang sehat dan produktif. Implikasi penelitian ini menegaskan pentingnya penguatan pendidikan karakter berbasis literasi digital, pembaruan manajemen pendidikan yang lebih adaptif terhadap perkembangan teknologi, serta sinergi antara sekolah, keluarga, pemerintah, dan masyarakat dalam membentuk generasi muda yang produktif, kreatif, dan siap menghadapi tantangan abad ke-21.

Kata Kunci : *Perilaku, Hedonis, Digital, Kafe, Remaja, dan Kompetensi Abad_21*

Introduction

The social transformations occurring in the 21st century have brought significant consequences to the lifestyles of young generations. The rapid development of digital technology, the internet, social media, and online entertainment industries has fundamentally changed the ways adolescents interact, learn, spend their time, and even perceive their future. On one hand, this transformation provides substantial opportunities to enhance human resource capacity through broader access to knowledge and information. On the other hand, it also presents serious challenges (Aini, 2025), including the emergence of a digital consumerist culture, gadget dependency, and hedonistic behaviors that contribute to the decline of youth productivity. In this context, adolescents have become the social group most vulnerable to shifts in life orientation due to the strong influence of global digital culture (Nauvan et al., 2024). This phenomenon is increasingly evident in various regions of Indonesia. In recent years, the presence of cafés and coffee shops in urban areas has grown rapidly and become an essential part of the social space for the community, particularly among adolescents. Cafés are no longer perceived merely as places to enjoy beverages or relax; rather, they have transformed into centers of youth social activity. From daytime until late at night, many cafés are crowded with teenagers spending time with their peers while using smartphones, playing online games, browsing social media, and engaging in other forms of digital entertainment. Gradually, these activities have shaped a new lifestyle pattern that tends to prioritize instant pleasure over productive self-development activities (Ramadhani et al., 2025).

One prominent phenomenon is the increasing intensity of online gaming among

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

adolescents, particularly competitive-based games such as Mobile Legends: Bang Bang, PUBG, and various other digital games. Many adolescents spend hours in cafés solely to play games together with their peer groups (Alfianto, 2024). In some circumstances, there are even indications that a small proportion of adolescents have begun to be exposed to online gambling activities facilitated by easily accessible digital platforms and internet networks. Although not all adolescents are involved in such deviant behaviors, the growing tendency toward non-productive digital activities has become a serious social concern. Time that could otherwise be used for studying, developing skills, reading, participating in training programs, or preparing future competencies is instead consumed by entertainment-oriented activities that provide little significant contribution to personal capacity development (Aini, 2025).

This phenomenon indicates a shift in adolescents' life orientation from a productive culture toward a culture of digital hedonism. Digital hedonism is not merely understood as the pursuit of pleasure through technological media, but also reflects a transformation in mindset that prioritizes instant gratification over long-term investment in personal capabilities. Under such circumstances, adolescents tend to feel comfortable within virtual entertainment spaces without possessing strong awareness of future life challenges. In fact, the 21st century is a highly competitive era that requires individuals to possess critical thinking, creativity, communication, collaboration, digital literacy, and the ability to adapt to rapid social and technological changes (Mardiana & Tri Herlambang, 2025).

Conceptually, 21st-century competencies have become one of the primary focuses of global educational development. Educational institutions in various countries are expected to produce generations who are not only academically competent but also equipped with life skills, innovative abilities, technological proficiency, and strong social character. Modern society no longer merely requires graduates who master theoretical knowledge; rather, it demands individuals who are capable of competing in the labor market, creating economic opportunities, and adapting to the rapid development of the digital industry (Djodjoh Djoeaeriah, 2023). Therefore, education holds a strategic responsibility in preparing adolescents to face global changes in a productive and meaningful manner. However, emerging social realities indicate a gap between educational objectives and the actual behavior of young people within society. On the one hand, educational institutions emphasize the importance of 21st-century competencies, digital literacy, and character development; on the other hand, many adolescents are increasingly trapped in a culture of excessive social hanging out, gaming addiction, and unproductive use of technology. This condition demonstrates that technological advancement has not been fully directed toward learning and self-development purposes, but has instead been more dominantly utilized as a medium of entertainment. Consequently, technology, which should function as an instrument for improving the quality of human resources, has instead become a form of social escape for some adolescents (Nurazizah et al., 2025).

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

These problems cannot be separated from the weak role of educational management in establishing control, guidance, and the strengthening of students' future orientation. Educational practices have tended to focus more on administrative achievements and formal academic performance, while aspects such as cultivating a learning culture, managing productive time, and reinforcing long-term life vision have not been optimally implemented. Schools may succeed in transferring knowledge, yet they have not fully succeeded in developing students' awareness of the importance of future competencies. As a result, many adolescents perceive education merely as a school routine, without possessing strong motivation to independently develop their potential beyond formal educational settings. Furthermore, weak family supervision and social environmental control have contributed to the strengthening of digital hedonistic culture among adolescents (Bunayya, 2023). In many cases, parents have not been able to effectively control adolescents' use of digital technology, while peer environments tend to exert greater influence toward entertainment-oriented activities rather than self-development. Cafés, which ideally could serve as spaces for intellectual discussion and creativity, have instead become more dominantly associated with the consumption of digital entertainment. This condition indicates that the productivity crisis among young generations is not merely an individual issue, but is closely related to the failure of social and educational systems in fostering a learning culture that is adaptive to contemporary developments (Isma et al., 2023).

From the perspective of the sociology of education, the phenomenon of adolescents spending excessive time in cafés cannot merely be understood as an ordinary recreational activity. It has evolved into a symbol of cultural transformation among the younger generation in the digital era. Cafés have become new social spaces where group identity, interaction patterns, lifestyles, and behavioral orientations are formed. When these social spaces are predominantly occupied by non-productive digital activities, they indirectly contribute to the emergence of a generational culture that is inadequately prepared for future competencies (Zulkarnain, 2026). This condition undoubtedly represents a serious challenge for human resource development, particularly in regions that are still confronting issues related to improving educational quality and employment opportunities. Furthermore, the situation in several regency-level cities in Aceh has the potential to create long-term consequences for the quality of the younger generation. Dependence on digital entertainment may reduce concentration, learning discipline, real-life social communication skills, and motivation to improve life skills. In the long term, adolescents who lack adequate 21st-century competencies will face difficulties in responding to labor market competition, technological changes in industry, and global economic challenges. As a result, they are at risk of becoming marginalized groups amid the rapid advancement of modern society (Wijaya & Candraningrum, 2025).

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

This condition undoubtedly represents a serious challenge for human resource development, particularly in regions that continue to face difficulties in improving educational quality and employment opportunities. Furthermore, the situation in several regency-level cities in Aceh may generate long-term implications for the quality of the younger generation. Dependence on digital entertainment can diminish concentration, learning discipline, real-life social communication abilities, and motivation to develop essential life skills. In the long run, adolescents who are insufficiently prepared with 21st-century competencies may encounter significant challenges in adapting to labor market competition, technological transformations in industry, and the pressures of the global economy. Consequently, they are at risk of becoming marginalized amid the rapid advancement of modern society (Widiyaningsih, 1979).

This condition undoubtedly represents a serious challenge to human resource development, particularly in regions that continue to encounter obstacles in enhancing educational quality and employment opportunities. Moreover, the circumstances observed in several regency-level cities in Aceh may produce long-term consequences for the quality of the younger generation. Excessive dependence on digital entertainment can weaken concentration, learning discipline, real-world social communication skills, and motivation to cultivate essential life competencies. Over time, adolescents who are inadequately equipped with 21st-century competencies may struggle to adapt to labor market competition, technological transformations in industry, and the demands of the global economy. Consequently, they face the risk of becoming marginalized amid the accelerating progress of modern society.

Therefore, this article is important to examine in order to analyze how the digital hedonistic behavior of adolescents in Langsa cafés has developed within the social life of the community, as well as how this phenomenon may be understood as part of the failure of educational management in preparing 21st-century competencies. This study is expected to contribute theoretically to the development of educational management studies while also serving as a reflective reference for educational institutions, families, and government authorities in formulating strategies for fostering a younger generation that is more adaptive, productive, and future-oriented.

Method

Penelitian ini mengunakan pendekatan kualitas untuk mengkaji fenomene remaja di langsa yang sering menghabiskan waktu di kafe dan terlibat dalam gaya hidup hedonistik, khusunya dalam kaitannya dengan kesiapan mereka untuk mengembangkan kompetensi yang dibutuhkan untuk menghadapi tuntutan kehidupan abad-21. Pengumpulan data yang dimulai dengan penyusunan instrumen penelitian yang terdiri dari kuesiner tertutup 15 item. Item 1-15 membahas gaya hidup remaja dan munculnya perilaku hedonistik yang dimensi

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

secara digital dilingkungan kafe.Item 6-10 berfokus pada implikasi perilaku tersebut terhadap kesiapan remaja untuk memperoleh dan menunjukkan kompetensi abad ke 21, sedangkan item 11-15 mengkaji peran manajemen pendidikan dalam mendorong perilaku produktif dan mendukung pengembangan karakter di kalangan generasi digital kuesioner tersebut diberikan melalui google forms kepada anggota masyarakat di langsa dan responden dari beberapa kabupaten lain. Data yang dikumpulkan dianalisis secara deskriptif menggunakan prosedur statistik sederhana dan disajikan dalam diagram lingkaran untuk menggambarkan pola aktivitas remaja yang berkaitan dengan kafe dan hubungannya dengan kesiapan menghadapi tantangan abad ke 21. Temua tersebut kemudian diinterprestasikan untuk merumuskan kesimpulan penelitian dan mengidentifikasi implikasi yang relevan bagi manajemen pendidikan ,khususnya dalam memperkuat produktivitas remaja , pembentukan karakter , dan kesiapan untuk kompetensi yang dibutuhkan di era digital kontemporer.

Result And Discussion

Result

In relation to public responses toward the transformation of adolescent lifestyles and the emergence of digital hedonistic behavior within café environments, this study proposed five questionnaire items describing the tendency of adolescents' digital activities in non-formal social spaces. These questions focused on the intensity of spending time in cafés, smartphone usage, online gaming activities, the utilization of the internet for entertainment purposes, and adolescents' tendency to spend more time in cafés rather than engaging in learning activities or self-development. The respondents' answers were subsequently recapitulated, analyzed, and presented in the form of pie charts to illustrate the percentage distribution of public agreement regarding these social phenomena.

The presentation of data through pie charts was intended to provide a visual illustration of the dominant perceptions of respondents regarding adolescents' digital hedonistic behavior in cafés. The charts demonstrate a strong tendency indicating that entertainment-based social hanging out has become an integral part of contemporary adolescent lifestyles. These findings reveal a shift in the behavioral orientation of young people from productive activities toward a digital culture that is increasingly recreational and consumptive in nature. This condition also indicates the need for greater attention from families, educational institutions, and the broader social environment in directing the use of digital technology toward supporting competency development and preparing younger generations to face the challenges of the 21st century. The respondents' answers concerning the transformation of adolescent lifestyles and the emergence of digital hedonistic behavior in cafés are presented in the following figure (Yusaini, 2026).

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

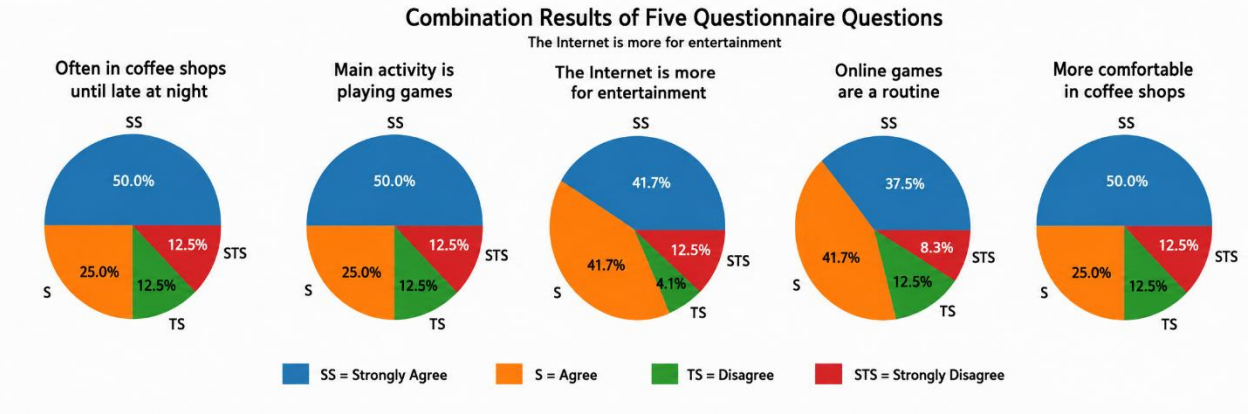


Figure 1. Pie Chart of Respondents' Answers on the Transformation of Adolescent Lifestyles and the Emergence of Digital Hedonistic Behavior in Cafés

Based on the combined results of the five questionnaire items, it can be observed that the majority of respondents selected the categories "Strongly Agree" and "Agree" regarding various indicators of adolescents' digital hedonistic behavior in cafés. The highest percentages appeared in statements related to adolescents' habits of staying in cafés until late at night, engaging primarily in online gaming activities, and feeling more comfortable gathering in cafés than participating in learning activities. These conditions indicate that cafés no longer function merely as spaces for ordinary social interaction, but have evolved into digital activity spaces for adolescents dominated by entertainment and technology use. The intensity of smartphone and internet usage for non-academic activities further demonstrates a transformation in adolescent lifestyles that are increasingly oriented toward a recreational digital culture.

On the other hand, these findings indicate a shift in the orientation of productive time utilization among the younger generation. Repetitive digital activities carried out in cafés have the potential to reduce adolescents' attention toward self-development, particularly in academic achievement and 21st-century skills development. Although a small proportion of respondents selected the categories "Disagree" and "Strongly Disagree," the dominance of positive responses demonstrates that this phenomenon has become a relatively strong social tendency within the community. Therefore, it is necessary to strengthen the roles of families, educational institutions, and the social environment in fostering a more productive digital literacy culture, ensuring that technology use among adolescents is not merely entertainment-oriented but also contributes to the development of human resource quality in the future.

To obtain a more comprehensive understanding of respondents' perceptions regarding the influence of adolescents' digital behavior on productivity and readiness for 21st-

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

century competencies, this study also presents the results of five questionnaire items in the form of a combined pie chart. These questions focused on the impact of online gaming on study time, the influence of digital technology on adolescents' skills, the level of productivity affected by digital activities, the importance of digital competencies for the future, and adolescents' tendency to spend more time on social media and online games than on learning activities. The visual presentation of the data was intended to illustrate the distribution of respondents' levels of agreement toward these phenomena while simultaneously describing the behavioral tendencies of the younger generation in responding to the challenges of 21st-century life. The respondents' answers concerning the influence of digital hedonistic behavior on readiness for 21st-century competencies are presented in the following figure (Yusaini, 2026).

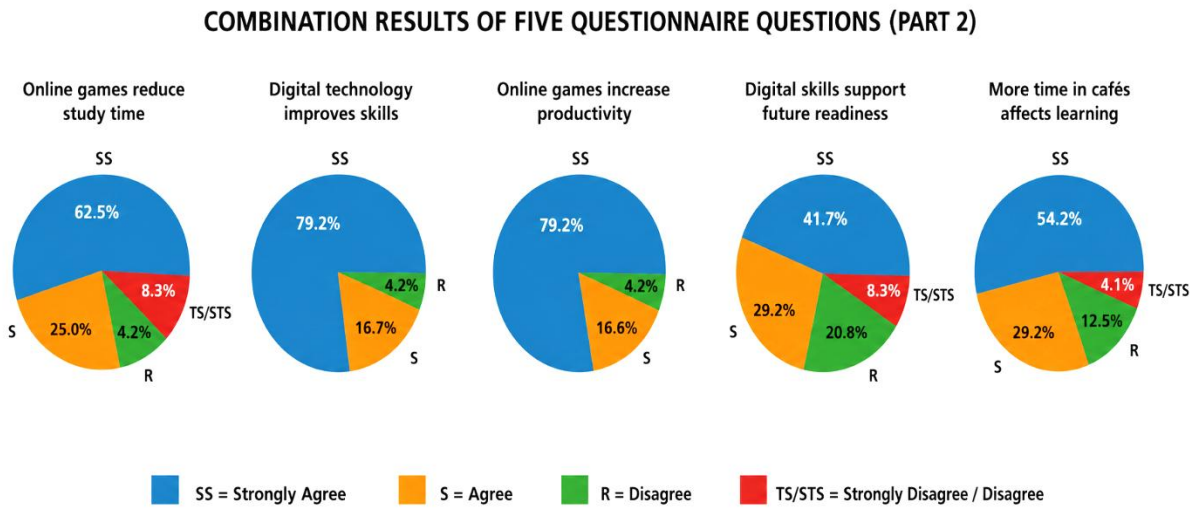


Figure 3. Pie Chart of Respondents' Answers on the Failure of Educational Management in Directing the Productivity and Character Formation of the Digital Generation

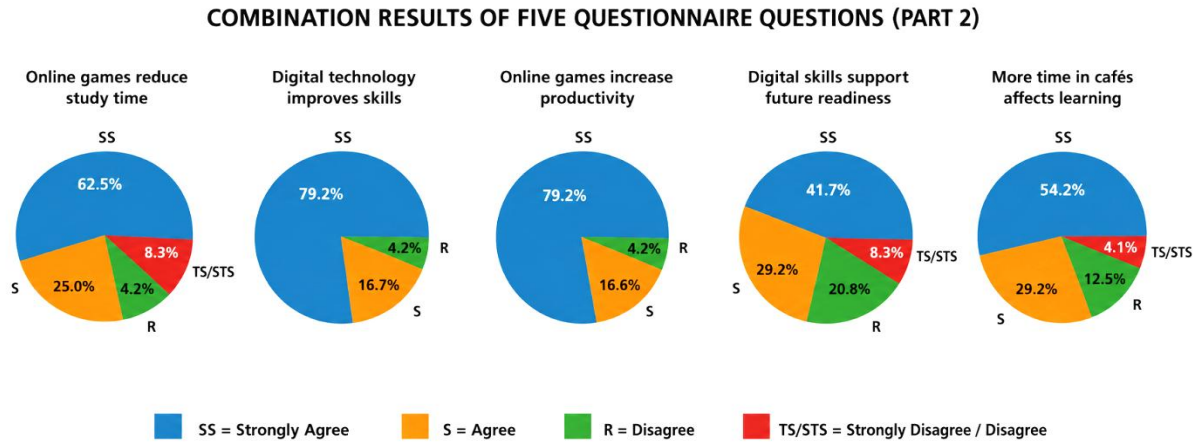
Based on the five questionnaire items concerning digital hedonistic behavior and readiness for 21st-century competencies, the findings indicate that the majority of respondents provided positive assessments regarding the influence of digital activities on adolescents' lives, while simultaneously acknowledging their negative impact on learning productivity. The highest percentages were found in the "Strongly Agree" category for statements asserting that digital technology can enhance skills and that online gaming contributes to the decline of adolescents' productivity. These findings demonstrate that society perceives digital technology as having a dual impact: on one hand, it offers benefits for the development of

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

digital competencies, while on the other hand, it has the potential to reduce the effectiveness of study time when not utilized proportionally.

Furthermore, the questionnaire results reveal that the majority of respondents believe that adolescents today spend more time using social media and playing online games than engaging in learning activities. This condition indicates a transformation in the pattern of technology use among younger generations, which is increasingly dominated by entertainment-oriented activities rather than academic development. Although digital skills are considered essential for supporting future success, the high intensity of technology use for entertainment purposes may negatively affect adolescents' productivity and learning discipline. Therefore, efforts to strengthen digital literacy and promote educationally oriented technology use are necessary so that digital development functions not merely as a source of entertainment, but also as a means of enhancing the quality of human resources in the 21st century.

To deepen the analysis regarding the failure of educational management in directing the productivity and character formation of the digital generation, this study presents the combined results of five questionnaire items in the form of a pie chart in the third section. These questions focused on the role of schools in directing technology use, educational guidance concerning the negative impacts of online gaming, parental supervision of smartphone usage, the need for digital skills training, and the effectiveness of character education in shaping adolescents' behavior. The visual presentation of the data was intended to provide an overview of respondents' perceptions regarding the extent to which educational institutions and families have played a role in controlling and directing the use of digital technology among younger generations so that it becomes more productive and supportive of readiness for the challenges of the 21st century. The respondents' answers concerning these issues are presented in the following figure (Yusaini, 2026).



INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

Figure 3. Pie Chart of Respondents' Answers on the Failure of Educational Management in Directing the Productivity and Character Formation of the Digital Generation

Based on the five questionnaire items concerning the failure of educational management in directing the productivity and character formation of the digital generation, the findings indicate that the majority of respondents provided positive assessments regarding the importance of the roles of schools and families in guiding adolescents' use of digital technology. The highest percentage appeared in the statement concerning the need for digital skills training, demonstrating that respondents recognize the importance of mastering digital competencies in responding to the demands of modern life. In addition, most respondents also agreed that schools have a role in directing technology use and providing guidance regarding the negative impacts of online gaming. These findings indicate a growing public awareness that educational institutions are not only responsible for academic achievement, but also for character development and supervision of the digital behavior of younger generations.

On the other hand, the questionnaire results also reveal that the effectiveness of character education and parental supervision of adolescents' smartphone use is still perceived as less than optimal. This is reflected in the presence of respondents who expressed uncertainty or disagreement regarding the roles of schools and families in controlling adolescents' use of digital technology. These conditions indicate that the rapid advancement of technology has not been fully accompanied by adequate reinforcement of supervision, digital literacy, and character development. Therefore, stronger synergy among schools, families, and the broader social environment is required to establish a healthy and productive culture of technology use that supports the development of younger generations' competencies in the 21st century.

Discussion

Transformation of Adolescent Lifestyles and the Emergence of Digital Hedonistic Behavior in Cafés

The results of the data analysis presented in the pie chart in Figure 1 indicate that the majority of respondents provided positive assessments regarding the transformation of adolescent lifestyles, which are increasingly associated with digital culture and café-centered social activities (Sosial et al., 2024). The high level of respondents' agreement regarding smartphone usage, online gaming activities, and the utilization of the internet for entertainment indicates that cafés have undergone a transformation in their social function. Cafés no longer merely serve as spaces for social interaction within the community, but have

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

evolved into centers of adolescents' digital activities dominated by entertainment and consumer-oriented culture (Wijaya & Candraningrum, 2025). This condition is consistent with the perspective of Jean Baudrillard, who argued that modern society tends to live within a culture of symbolic consumption, in which technology and social spaces are utilized not merely for functional needs, but also as part of lifestyle construction and social identity formation (Baudrillard, 1998). In the context of this study, spending time in cafés has become a symbol of adolescents' social existence within contemporary digital culture.

This phenomenon also reflects a shift in adolescents' orientation toward the use of productive time. The intensity of digital technology usage for entertainment purposes indicates that many young people tend to utilize the internet more as a recreational medium rather than as a means of developing personal competencies. These findings are relevant to the Uses and Gratifications Theory developed by Elihu Katz, Jay G. Blumler, and Michael Gurevitch, which explains that individuals use media to obtain psychological satisfaction and entertainment according to their personal needs (Katz, Elihu, Jay G. Blumler, 1973). In the context of adolescents, excessive use of digital media may foster hedonistic behaviors oriented toward instant gratification. The findings of this study are also supported by various international studies indicating that high levels of social media and online gaming usage contribute to declining learning productivity, reduced real-life social interaction, and increasing digital dependency among younger generations (Wati, Riche Siska, 2025). Studies conducted in various Asian countries have demonstrated that the habit of playing online games for prolonged periods is associated with low learning discipline and weak time-management skills among adolescents.

This study indicates that the transformation of adolescents' digital lifestyles cannot be separated from the weak social control and educational guidance within both family and school environments. The high intensity of entertainment-oriented social activities in cafés suggests that non-formal social spaces exert a greater influence on adolescents' behavior than formal educational environments. From the perspective of Travis Hirschi's Social Control Theory, deviant or less productive behaviors emerge when individuals' bonds with family, school, and social values become weakened (Hirschi, 1969). Therefore, the phenomenon of digital hedonism in cafés can be understood as a form of cultural transformation among younger generations influenced by technological advancement without being accompanied by adequate character development and digital literacy reinforcement. These findings are consistent with various national studies indicating that the lack of parental supervision, weak character education, and low levels of digital literacy are among the primary factors contributing to the rise of digital consumerist behavior among adolescents. Accordingly, stronger synergy among families, schools, and society is required to foster a more productive culture of technology use, enabling adolescents to utilize digital development as a means of enhancing competencies and preparing themselves to face the challenges of the 21st century

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

(Widiyaningsih, 1979).

The phenomenon of digital hedonism in cafés not only affects changes in adolescents' behavioral patterns in the present, but also has the potential to generate long-term social and educational risks. At present, the intensive use of digital technology primarily oriented toward entertainment may lead to declining learning motivation, poor time-management skills, and reduced interest among adolescents in self-development activities. Adolescents who spend excessive amounts of time in cafés playing online games or using social media tend to experience decreased learning concentration and weaker academic discipline. Furthermore, social interactions are increasingly formed within virtual spaces and peer social groups, resulting in the weakening of interpersonal communication skills, social empathy, and participation in educational and community activities. In some cases, dependence on digital entertainment may also contribute to the rise of consumerist behavior, online gaming addiction, and exposure to negative activities such as online gambling and the misuse of digital technology.

In the long term, these conditions may affect the quality of human resources among future generations. The 21st century requires individuals to possess critical thinking skills, creativity, communication abilities, collaboration skills, and productive digital literacy. However, if technology is utilized more for entertainment activities than for skills development, adolescents may face the risk of being inadequately prepared to confront global competition and the transformations of the modern labor market (H. Bastian et al., n.d.). A weak learning culture and limited mastery of productive competencies may cause younger generations to experience difficulties in adapting to the development of technology-based industries and the digital economy. Consequently, they are at risk of becoming marginalized in future educational and employment competition. Therefore, the phenomenon of digital hedonism in cafés should not merely be viewed as an ordinary lifestyle transformation, but rather as a social and educational issue that requires serious attention from families, schools, governments, and society in fostering a digital culture that is healthier, more educational, and oriented toward the development of future competencies (Masalah et al., 2025).

The Impact of Digital Hedonistic Behavior on Readiness for 21st-Century Competencies

The results of the analysis presented in the pie chart in Figure 2 indicate that society holds relatively complex perceptions regarding the development of adolescents' digital behavior in the 21st century era. On the one hand, digital technology is perceived as beneficial in enhancing the skills and adaptive capacities of younger generations in responding to contemporary developments. On the other hand, technology use that is predominantly oriented toward entertainment is considered to contribute to declining learning productivity and weakened academic discipline among adolescents. These findings demonstrate that digital technological development is essentially neutral, and its impact is largely determined

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

by patterns of usage and the accompanying forms of social control. From the perspective of technological determinism theory proposed by Marshall McLuhan, the advancement of communication technology has the capacity to shape patterns of thought, behavior, and social culture on a broad scale. Technology functions not merely as a tool to support human life, but also as a force that shapes how individuals interact, utilize their time, and understand social reality. In the context of this study, the use of social media and online games has created a new culture among adolescents that is more closely associated with digital entertainment than with activities aimed at developing academic competencies (McLuhan, 1964).

This phenomenon demonstrates a shift in the orientation of technology use among younger generations. The high intensity of social media and online gaming usage indicates that many adolescents utilize technology more to obtain instant gratification than to enhance intellectual capacity and productive skills. This condition is relevant to the Uses and Gratifications Theory, which explains that individuals use media based on specific needs, including entertainment, emotional release, and psychological satisfaction (Judijanto et al., 2024). In the context of adolescents, digital media are often utilized as a means of escaping social and academic pressures. Consequently, technology use becomes more oriented toward recreational rather than educational activities. Research conducted by Jean M. Twenge and W. Keith Campbell demonstrates that high levels of digital media use among younger generations are associated with declining learning focus, weaker face-to-face social interaction skills, and increasing dependence on digital devices. These findings reinforce the results of this study, indicating that digital hedonistic behavior may influence the quality of adolescents' productive time utilization (Tanjung, 2024).

Furthermore, the findings of this study reveal a contradiction in the use of digital technology within the era of 21st-century competencies. On the one hand, digital skills are regarded as essential capital for responding to the development of the modern world; on the other hand, uncontrolled and misdirected use of technology may actually hinder younger generations' readiness to face global challenges (Djodjoh Djoeaeriah, 2023). 21st-century competencies require individuals to possess critical thinking skills, creativity, communication abilities, collaboration skills, and productive digital literacy. However, when technology is predominantly utilized for entertainment purposes, these competencies may not develop optimally. According to the social constructivist learning theory proposed by Lev Vygotsky, the development of individual abilities is strongly influenced by social environments and repeatedly performed activities. If adolescents' digital environments are primarily dominated by entertainment activities such as online gaming and social media use, these habits may foster an instant-oriented mindset and reduce long-term learning motivation (Vygotsky, 1978). Therefore, the use of technology without adequate control has the potential to hinder the development of productive competencies among younger generations (Hoang et al., 2026).

The findings of this study are also consistent with various international studies

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

explaining that social media addiction and online gaming dependency are associated with lower academic achievement and weak study time management. Research conducted by Sun and Ye found that dependence on online games contributes to declining student learning motivation because attention and energy are increasingly consumed by virtual activities. Another study conducted by Tso and colleagues demonstrated that low digital literacy and weak self-control are among the primary factors contributing to increased gaming addiction among adolescents. In the context of this study, the high intensity of social media and online gaming use among adolescents indicates that digital literacy competencies have not yet developed in a fully productive manner. Technology remains more dominantly utilized for entertainment rather than as a medium for learning, skills development, or self-improvement. This condition demonstrates that technological proficiency does not necessarily reflect readiness for 21st-century competencies unless it is accompanied by critical thinking abilities and strong self-control (INasrul & Sa'adah, 2022).

Furthermore, the phenomenon of digital hedonistic behavior among adolescents has the potential to generate long-term consequences for the quality of future human resources. Dependence on digital entertainment may reduce the competitiveness of younger generations in responding to the increasingly creativity-driven, innovation-based, and technology-oriented labor market. From the perspective of Travis Hirschi's Social Control Theory, weak attachment among adolescents to educational environments, family structures, and productive activities may encourage the emergence of less constructive behaviors. Therefore, strengthening digital literacy, character education, and social supervision is essential in fostering healthy patterns of technology use. Schools, families, and society must establish stronger synergy in directing digital technology to function as a medium for learning and competency development rather than merely as a source of entertainment. In this way, technological advancement can be utilized optimally to support younger generations' readiness to face life challenges and global competition in the 21st century (Mahmudah et al., 2026).

The phenomenon of digital hedonistic behavior identified in this study is highly relevant to the current social conditions of adolescents. Café culture, which has long been part of the social life of communities in Aceh, has undergone a functional transformation alongside the development of digital technology and internet access. Cafés no longer merely serve as spaces for traditional social interaction, but have evolved into centers of adolescents' digital activities supported by Wi-Fi facilities, online gaming, and social media engagement. In everyday social reality, many adolescents spend time in cafés until late at night playing online games, browsing social media, or simply gathering with peers. This condition demonstrates that cafés have become an integral part of urban adolescents' digital lifestyles, which are more closely associated with entertainment-oriented activities than with academic development and productive skill enhancement. This phenomenon is consistent with Jean Baudrillard's

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

theory of consumer culture, which explains that modern social spaces are utilized not only for functional purposes, but also as symbols of identity and lifestyle within contemporary society (R. A. Bastian et al., 2025; Mahmudah et al., 2026).

On the other hand, these conditions present serious challenges to the competency readiness of younger generations in the 21st century. The high intensity of technology use for entertainment purposes has the potential to reduce learning productivity, weaken academic discipline, and diminish adolescents' time-management abilities. In fact, contemporary society requires young generations who are capable of utilizing technology creatively, innovatively, and productively. When digital technology is predominantly directed toward recreational activities, adolescents may face the risk of being inadequately prepared to compete in future educational and labor market environments. Therefore, stronger synergy among families, schools, local governments, and society is necessary to establish a healthy and educational digital literacy culture. Strengthening character education, supervising technology use, and providing creative spaces for adolescents are essential steps to ensure that café culture in Langsa evolves not merely as a center of digital entertainment, but also as a space for learning and competency development among younger generations (Sabaruddin & Marzuki, 2025).

The Failure of Educational Management in Directing the Productivity and Character Formation of the Digital Generation

The results of the analysis presented in the pie chart indicate that society perceives educational institutions and families as having significant responsibilities in shaping the productivity and character of the digital generation; however, these roles are considered not yet to have functioned optimally. The high percentage of respondents agreeing on the importance of digital skills training and guidance in technology use reflects a growing awareness that digital development requires an educational system that is more adaptive to contemporary changes. Nevertheless, within current social realities, technology use among adolescents is more frequently directed toward entertainment-oriented activities such as online gaming, social media engagement, and digital café culture rather than toward the development of academic competencies and productive skills. These conditions demonstrate a failure of educational management in directing the educational use of technology and in building the character of younger generations prepared to face the challenges of the 21st century. Schools still tend to focus primarily on formal academic achievement, while the strengthening of digital literacy, self-control, and character formation has not yet become a central priority within educational processes (Sabaruddin & Marzuki, 2025).

This phenomenon also reflects the weakness of character education supervision within both family and school environments. Fundamentally, character education plays an important role in shaping discipline, responsibility, and the ability to regulate technology use in a

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

healthy manner. However, the rapid development of digital technology has not been accompanied by adequate supervision from parents and educational institutions (Lailatussaadah et al., 2023; Mardatillah et al., 2025). Many adolescents are given considerable freedom in using digital devices without clear time limitations or adequate control over the types of digital activities they access. As a result, technology is utilized more for entertainment purposes than for skills development and self-improvement. From the perspective of Travis Hirschi's Social Control Theory, deviant or less productive behavior emerges when individuals' attachment to family, school, and social values becomes weakened. This condition explains that the increasing prevalence of digital hedonistic behavior among adolescents is influenced not only by technological advancement, but also by the weakening of social control functions within educational and family environments (Hirschi, 1969).

Furthermore, the findings of this study indicate that schools have not yet become fully adaptive to the challenges of education in the digital era. Many educational institutions continue to employ conventional learning approaches that are less capable of attracting the interest of the digital generation and have not adequately integrated technology as a medium for developing creativity, innovation, and future-oriented skills. In fact, 21st-century competencies require critical thinking, communication, collaboration, creativity, and productive digital literacy. The limited provision of future-oriented skills education has resulted in adolescents lacking optimal preparedness to face changes in the labor market and the development of technology-based industries. According to Marshall McLuhan's theory of technological determinism, technology possesses the power to shape social culture and patterns of thought. When schools fail to direct the use of technology in productive ways, adolescents' digital culture becomes more easily influenced by entertainment environments and social media rather than by constructive learning activities (R. A. Bastian & Fitri, 2025; Subroto et al., 2023).

On the other hand, this phenomenon also reflects the limited effectiveness of synergy among schools, families, and society in establishing a healthy digital culture. Character education and supervision of technology use cannot be placed solely upon schools, since families and social environments exert substantial influence on adolescents' behavior. However, in practice, coordination among these three elements remains relatively weak. Many parents still lack sufficient understanding regarding the risks associated with excessive digital technology use, while adolescents' social environments tend to provide more spaces for entertainment than for the development of creativity and productive skills. As a consequence, adolescents become more easily influenced by a consumerist and hedonistic digital culture that prioritizes instant gratification over long-term self-development. Therefore, more adaptive educational management reforms are required in response to technological advancement, alongside the strengthening of character education based on digital literacy and stronger collaboration among schools, families, and society. Through these

INTELEKTUALITA
Journal of Education Sciences and Teacher Training
https://jurnal.ar-raniry.ac.id/index.php/intel/index
Vol. 15. No. 01 (2026), 65-84

efforts, younger generations can be encouraged to utilize technology productively, creatively, and in ways that support their readiness to face the challenges of 21st-century life (Rahma et al., 2026).

The phenomenon of the failure of educational management in directing the productivity and character formation of the digital generation can also be observed in the current social conditions of adolescents in Langsa. The rapid growth of modern cafés providing free internet access, gaming facilities, and comfortable social spaces has transformed cafés into central hubs of adolescent social activity. In many cases, adolescents in Langsa spend hours in cafés playing online games, accessing social media, or simply gathering with peers until late at night. These conditions indicate that non-formal social spaces exert a stronger influence on the lifestyles of younger generations than formal educational environments. Schools have not yet been fully capable of providing learning approaches that are adaptive to adolescents' digital culture, resulting in technology being utilized more as a source of entertainment than as a medium for developing skills and creativity. Consequently, some adolescents experience declining learning productivity, weak academic discipline, and a lack of orientation toward the development of future competencies (Fadillah et al., 2026).

Furthermore, the weak synergy among schools, families, and the social environment in Langsa has contributed to the strengthening of digital hedonistic behavior among adolescents. Many parents have not provided adequate supervision regarding their children's smartphone use and digital activities, while schools continue to focus more heavily on formal academic achievement than on character development and productive digital literacy. At the same time, the urban social environment, increasingly influenced by digital culture and café-centered lifestyles, has turned technology-based entertainment into an important part of adolescents' social identity. If these conditions continue without serious educational intervention, younger generations in Langsa may face significant difficulties in preparing for 21st-century competencies, particularly in terms of creativity, critical thinking, and technology-based productive skills. Therefore, more adaptive educational policies responsive to the development of local digital culture are required, alongside strengthened character education and the provision of creative spaces for adolescents. Through these efforts, technological advancement in Langsa can be directed toward improving the quality of human resources rather than functioning merely as a culture of digital entertainment (Kazemi et al., 2020).

Conclusion

Studi ini menyimpulkan bahwa gaya hidup remaja di lingkungan kafe semakin ditandai oleh hiburan yang dimediasi secara digital dan praktek hedonistik, khusus melalui penggunaan smartphone yang iintensif , keterlibatan media sosial, dan permainan daring ,pola tersebut dapat mengurangi waktu produktif dan membatasi pengembangan kompetensi penting

abad-21, termasuk berpikir kritis,kreativitas ,komunikasi ,kolaborasi dan literasi digital. Temuan ini menggarisbawahi perlunya manajemen pendidikan adaptif, penguatan pendidikan karakter digital, dan kolaboratif yang lebih erat antara sekolah ,keluarga, pemerintah dan masyarakat untuk mempromosikan penggunaan teknologi yang bertanggung jawab dan perkembangan remaja. Penelitian selanjutnya harus menggunakan sampel yang lebih luas dan beragam serta menyelidiki intervensi pendidikan berbasis bukti yang bertujuan untuk memperkuat literasi digital remaja, pengembangan karakter ,dan kesiapan untuk kompetensi yang dibutuhkan di abad ke- 21

REFERENCES

Aini, N. (2025). *Analysis of The Impact of The Online Game Mobile Legends Bang Bang on Students ' Learning Concentration in Senior Hing School*. *6*(1), 33–36.

Alfianto, M. R. (2024). *Intensitas Bermain Game Online dan Keterampilan Sosial Remaja di Sidoarjo*. *1*(2), 1–13.

Bastian, H., Studi, P., Komunikasi, D., Komputer, F. I., & Nuswantoro, U. D. (n.d.). *Dampak Digital Game*. *February 2016*, 33–44.

Bastian, R. A., & Fitri, C. D. (2025). Analisis Kebijakan Pemerintah dalam Mendukung Perkembangan Industri Halal : A Sytematic Literature Review. *Desultanah-Journal Education and Social Science*, *03*(02), 95–104.

Bastian, R. A., Rachmiana, A., Fitri, C. D., & Afandi, F. (2025). Pengaruh Pendidikan Terhadap Minat Wirausaha Pariwisata Halal : A Bibliometric Analysis. *Intelektualita: Journal of Education Sciences and Teacher Training*, *14*(02), 256–274.

Baudrillard, J. (1998). *The Consumer Society: Myths and Structures*. Sage Publications.

Bunayya, P. Y. A. A. (2023). *The importance of mastering soft skills for generation z among the santri of yaa bunayya islamic boarding school, purwakarta*. *3*(2), 1–10.

Djodjoh Djoeaeriah. (2023). Pengembangan Kompetensi Sumber Daya Manusia Melalui Pendidikan Berbasis Keterampilan Abad 21. *Shibyan: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *1*, 101–113.

Fadillah, Y., Miftahul Husna Zain, & Kamal, M. (2026). Sekolah Sebagai Ruang Adaptasi Sosial Bagi Generasi Digital. *Al-Irsyad, Journal of Education Science*, *5*(1), 443–454.

Hirschi, T. (1969). *Causes of Delinquency*. University of California Press.

Hoang, A. T., Nguyen, T., Hoang, Q., Tran, A. H., & Hong, H. (2026). Cyber hygiene and well-being among Vietnamese Gen-Z students : a perspective on awareness. *Cogent Social Sciences*, *12*(1). https://doi.org/10.1080/23311886.2026.2663741

INasrul, & Sa'adah, N. (2022). Intervensi Dampak Game Online Terhadap Motivasi dan PrestasI. *Cons-Iedu: Islamic Guidance and Counseling Journal*, *02*(02), 81–89.

Isma, A., Isma, A., Isma, A., Isma, A., Makassar, U. N., Barat, U. S., Teknik, F., & Makassar, U. N. (2023). *Peta Permasalahan Pendidikan Abad 21 di Indonesia*. *01*(September), 11–28.

Judijanto, L., Sujatmiko, W., Pattiasina, P. J., & Rusdi, M. (2024). *Dampak Penggunaan Teknologi Digital terhadap Perkembangan Psikososial Anak*. *2*(04), 273–281.

Katz, Elihu, Jay G. Blumler, dan M. G. (1973). Uses and Gratifications Research. *The Public Opinion Quarterly*, *37*, 509–523.

Kazemi, S., Ashraf, H., Motallebzadeh, K., Zeraatpishe, M., Kazemi, S., Ashraf, H., Motallebzadeh, K., & Zeraatpishe, M. (2020). Development and validation of a null curriculum questionnaire focusing on 21st century skills using the Rasch model Development and validation of a null curriculum questionnaire focusing on 21st century skills using the Rasch model. *Cogent Education*, *7*(1). https://doi.org/10.1080/2331186X.2020.1736849

Lailatussaadah, L., Hayati, S., Jamil, A. I. Bin, & Abdul Kadir, F. A. Bin. (2023). Mapping TPACK Components in Implementing Edupreneur-Profiled Curriculum at Teacher Training and Education Institutions in Aceh. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, *8*(2), 373–387. https://doi.org/10.24042/tadris.v8i2.16755

Mahmudah, S., Mahmud, S., Mufitasari, ; Dian, Astutik, ; Fuji, & Khoirot, ; Umdatul. (2026). A Multidimensional Predictive Model of Loneliness in Indonesian Generation Z. *Jurnal Ilmiah Peuradeun, The Indonesian Journal of the Social Sciences*, *14*(1), 323–342.

Mardatillah, F., Gumilang, R. M., Wahyudi, M. A., Rawanita, M., & Muhammad, M. (2025). *The Indonesian Journal of the Social Sciences Epistemological Reconstruction of Islamic Education : Developing a Transformative Pedagogical Model to Foster Creativity*. *13*(2).

Mardiana, E., & Tri Herlambang, Y. (2025). Rekonseptualisasi Pembelajaran Abad 21: Integrasi Pedagogik Futuristik Dan Pendekatan Deep Learning Dalam Kurikulum Merdeka. *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran*, *10*(1), 26–35. https://doi.org/10.35568/naturalistic.v10i1.6601

Masalah, B. N., Diri, A. S., Hadiansyah, W., Zulfa, N., Syafrida, N., Izzati, N., Pratama, B., Al, A., Parmohonan, S., Bagus, D., & Tri, D. (2025). *Edukasi Kesehatan Mental Remaja di Era DigitaL : 2*(April), 33–42.

McLuhan, M. (1964). *Understanding Media: The Extensions of Man*. McGraw-Hill Book Company.

Nauvan, M. Z., Zamzami, R., Nafais, M., Azmi, Z., Studi, P., Informatika, T., & Ghafur, U. J. (2024). *Dampak Teknologi Digital Terhadap Perilaku Sosial Generasi Muda*. *15*, 87–95.

Nurazizah, S., Hajali, S. H., Natasya, A., & Oktaviani, R. (2025). *Telaah Literatur : Tantangan dan Strategi Mengembangkan Keterampilan Abad 21 pada Generasi Z*. *8*,

4367–4376.

Rahma, V., Putri, E., Nusantara, V. B., Info, A., & History, A. (2026). *Pelaksanaan Pendidikan Karakter Generasi Muda dalam Era Digital di Semanggi , Surakarta : Tantangan dan Solusi*. *9*(April), 4220–4230.

Ramadhani, A. F., Jatnika, D. C., Ilmu, D., Sosial, K., Ilmu, F., & Politik, I. (2025). *Remajad di Era Digital dan Peran Pekerja SosiaL*. 148–155.

Sabaruddin, S., & Marzuki, M. (2025). *The Indonesian Journal of the Social Sciences The Relationship between Games , Creativity , and Numeracy Skills in Elementary School Students*. *13*(3).

Sosial, J. I., Jishs, S., No, V., Desember, O., Andina, F., & Zulaikha, S. (2024). *Nongkrong di Kafe Sebagai Perilaku Konsumtif Mahasiswa*. *3*(2), 831–838.

Subroto, D. E., Supriandi, Wirawan, R., & Rukmana, A. Y. (2023). Implementasi Teknologi dalam Pembelajaran di Era Digital: Tantangan dan Peluang bagi Dunia Pendidikan di Indonesia. *Jurnal Pendidikan West Science*, *1*(07), 473–480. https://doi.org/10.58812/jpdws.v1i07.542

Tanjung, M. M. (2024). Pengaruh Pemanfaatan Media Sosial Terhadap Prestasi Akademik Remaja di Lembaga Pendidikan. *Jurnal Edukatif*, *2*(1), 100–106.

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Wati, Riche Siska, dan S. J. (2025). The Effect of Social Media Addiction, FOMO, and Online Game Addiction on Student Learning Achievement. *Edunesia: Jurnal Ilmiah Pendidikan*, *6*, 1143–1157.

Widiyaningsih, D. S. (1979). *Makna Kafe Bagi Remaja Milenial Sebagai Bentuk Citra Diri Di Media Sosial Meaning Of Café For Millennial Youth As A Form Of Sel-Image On Social Media*. *15*(01), 12–18.

Wijaya, L. S., & Candraningrum, D. A. (2025). *Pergeseran Budaya Nongkrong Gen-Z Makassar dari Kafe Tradisional ke Modern dalam Komunikasi Budaya*. 780–788.

Yusaini, Y. (2026). *Hasil Analisis Data Primer*. IAIN Langsa.

Zulkarnain, A. (2026). *Fenomena Maraknya Coffee Shop dan Cafe Shop Sebagai Gejala Gaya Hidup Anak Muda di Kolaka (Studi Kasus Mahasiswa PNUP PSDKU Kolaka)*. *3*(2), 400–408.