

## The Challenge of Invisible Enemies and Risk Mitigation for Parents in Educating Children in the Modern Era

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**Abstract:** This study explores the hidden challenges faced by parents in educating children in the modern era, referred to as “invisible enemies”, focusing on digital technology, individualism, academic pressure, peer influence and consumerist culture. It develops adaptive and responsive strategies to address these hidden challenges as a guide for parents. Employing a literature study with a qualitative-exploratory-descriptive approach, this research analyses the risks of the modern era in child education using Ulrich Beck's risk society theory framework. The findings reveal that parents face various hidden risks, such as exposure to inappropriate digital content, social pressures that undermine collective values, and challenges in balancing child protection with fostering independence. These align with the risk society theory, characterized by the risks arising from technological advancements and social changes, which are not only physical but also psychosocial. In this context, parents act as risk mitigation agents. Their role encompasses not only protecting children from the negative impacts of these risks but also equipping them with adaptive skills, instilling collective values, providing support for emotional balance and interests and fostering independence. This study contributes scientifically to the development of parenting strategies that are more responsive to the challenges of the modern era. It also offers practical guidance for parents, educators, and policymakers to create a resilient, ethical generation capable of navigating future socio-technological dynamics.

**Keywords:** *Children; Modern Era; Parents; Risk Mitigation; Societal Risk Theory*

**Abstrak:** Penelitian ini mengeksplorasi tantangan tersembunyi yang dihadapi orang tua dalam mendidik anak-anak di era modern yang disebut sebagai “musuh tak kasat mata,” dengan fokus pada teknologi digital, individualisme, tekanan akademik, pengaruh teman sebaya dan budaya konsumerisme serta mengembangkan strategi adaptif dan responsif terhadap tantangan tersembunyi tersebut sebagai panduan bagi orang tua. Melalui studi kepustakaan dengan jenis penelitian kualitatif-eksploratif-deskriptif, penelitian ini menganalisis dampak risiko-risiko di era modern dalam mendidik anak menggunakan kerangka teori risiko masyarakat Ulrich Beck. Hasil penelitian menunjukkan bahwa orang tua menghadapi berbagai risiko tersembunyi, seperti paparan konten digital yang tidak sesuai, tekanan sosial yang merusak nilai-nilai kolektivitas serta tantangan dalam menjaga

keseimbangan antara perlindungan dan pengembangan kemandirian anak. Hal ini sejalan dengan teori risiko masyarakat yang ditandai oleh risiko-risiko perkembangan teknologi dan perubahan sosial yang tidak hanya bersifat fisik tetapi juga psikososial. Dalam konteks ini, orang tua berperan sebagai agen mitigasi risiko. Peran tersebut meliputi tidak hanya melindungi anak dari dampak negatif berbagai risiko tersebut, tetapi juga membekali mereka dengan keterampilan adaptif, menanamkan nilai-nilai kolektif, memberikan dukungan terhadap keseimbangan emosional dan minat anak serta melatih kemandirian mereka. Penelitian ini memberikan kontribusi ilmiah dalam pengembangan strategi pengasuhan yang lebih responsif terhadap tantangan era modern serta menawarkan panduan praktis bagi orang tua, pendidik dan pembuat kebijakan untuk menciptakan generasi yang tangguh, beretika dan siap menghadapi dinamika sosial-teknologis di masa depan.

**Kata Kunci:** *Anak; Era Modern; Orang Tua; Mitigasi Risiko; Teori Risiko Masyarakat*

## INTRODUCTION

The modern era has brought significant changes to societal life, including within the family environment (Härkönen dkk., 2017). Parents today face various challenges that are markedly different from those encountered by previous generations (Punjani dkk., 2024). One of the greatest challenges is the presence of threats that are not physically visible but can affect the process of educating and shaping a child's character (Lickona, 2022). These challenges can be referred to as “invisible enemies”. These invisible enemies are not always easy to identify and can disrupt parents' efforts to provide quality education for their children.

Amid these challenges, social and technological developments in the modern era also introduce new dynamics that influence the patterns of child education. On one hand, the modern era's social and technological advancements have introduced new trends that affect children's education. One significant social trend is the increasing use of social media among children and adolescents (Hunaifi dkk., 2024). Platforms such as TikTok, Instagram, and YouTube not only serve as sources of entertainment but also as tools for shaping children's social identities (Widiana dkk., 2024). However, excessive use of these platforms can lead to threats such as cyberbullying, social pressure, and digital addiction, which may hinder children's character development (Budi & Ula, 2024). Technological advancements have also brought substantial changes in how children learn and access information. The presence of smart devices, digital learning applications, and artificial intelligence offers tremendous opportunities to support learning processes (Muthmainnah dkk., 2024, hlm. 21). However, uncontrolled access to these technologies can result in distractions, the spread of inaccurate information, and exposure to age-inappropriate content (Shovmayanti, 2024). On the other hand, social changes marked by increasing urbanization often lead to reduced interaction between children and the natural environment (Octaviani Andaresta, 2024). Children now spend more time indoors, whether playing online games or watching television, rather than exploring the outdoors (Zis dkk., 2021). This can limit their ability to develop social and emotional skills.

Scholars have also highlighted that digital technology has a significant impact on children's physical and psychological health, including their critical thinking abilities and self-esteem. Parents must prepare their children early to navigate the digital world by

instilling strong values and critical thinking skills (Lesková dkk., 2023). Moreover, Lindquist and Watkins, in their research, demonstrate that parenting education programs adopting Adlerian and Dreikursian models can assist parents in developing parenting skills relevant to contemporary challenges. These programs offer practical interventions to help parents educate their children in more positive and disciplined ways (Lindquist & Watkins, 2014). Amid the complexities of modern parenting, another challenge parents face is educating children with special needs, such as children with autism, where they must address various issues such as communication difficulties and hyperactive behaviour. Parents need to develop adaptive strategies to enhance their children's learning experiences (Jalliah Gwen Campilla dkk., 2023). On another note, Das emphasizes that economic and cultural changes in India are transforming parenting paradigms, requiring parents to balance traditional values with modernity (Susmita, 2017).

Diananda highlights that unsupervised use of digital devices can reduce children's social interaction and increase dependency on gadgets, thereby affecting their mental health (Diananda, 2022). Richards underscores the importance of technology in supporting family health routines, noting that children tend to be healthier when their routines are supported by technological tools designed to enhance their autonomy in managing healthy behaviours (Richards, 2022). In the context of technology use among middle-class families, Najmudin et al. stress the importance of strict screen-time rules to mitigate negative impacts such as reduced social interaction and gadget addiction in preschool-aged children (Najmudin dkk., 2023). Darni and Perdana suggest that an authoritative parenting approach can help children understand boundaries in technology use while promoting their creativity and adaptation to technology through collaboration with third parties, such as schools (Darni & Perdana, 2024). Additionally, Astuti et al. underline the role of technology as a tool for instilling Islamic educational values in children while emphasizing risks such as cyberbullying and a consumerist lifestyle, which require strict parental supervision (Astuti dkk., 2022).

Based on the explanation above, this study aims to expand the scope of existing research as previously mentioned. Prior studies have primarily focused on general parenting challenges and have lacked theoretical approaches. In contrast, this research seeks to identify and analyse the hidden challenges parents face in raising children in the modern era, which the researcher refers to as “invisible enemies”. The concept of “invisible enemies” in this context refers to implicit challenges, such as the influence of popular culture, digital media, and complex social dynamics (Nurlita, 2024; Putra & Puspita, 2024; Rahmat, 2018). To provide a robust theoretical foundation, this study also draws on critical theory developed by scholars such as Jürgen Habermas and Theodor Adorno, which explores how media and popular culture can indirectly shape individuals' mindsets and behaviours (Adorno, 1944; Habermas, 2001). Additionally, the research employs Michel Foucault's perspective on “invisible power”, which examines how control and influence can operate subtly through social and cultural mechanisms (Foucault, 2008).

Thus, the primary objective of this study is to explore hidden factors that may hinder the educational process for children. Furthermore, the research investigates how parents can play a key role in mitigating these risks by employing theories derived from Ulrich Beck's risk society theory. This theory highlights that modern societies increasingly face risks that are not only material but also social, cultural, and psychological in nature (Beck, 1992). In the context of Indonesia's social and educational landscape, such risks may include children's exposure to unsupervised technology (H. Wulandari dkk., 2021), the influence of global culture conflicting with local values, and unequal access to education, all of which can hinder children's development (Budiwibowo, 2013; Edo & Yasin, 2024).

Beck identifies key elements in his theory that are relevant for explaining these challenges. First, the individualization of risk emphasizes that risks in the modern era are no longer collective but have become individual responsibilities (Beck, 1992). In the context of child education in Indonesia, this is evident in the pressure on parents to actively address the negative impacts of digital technology, such as cyberbullying (Hafidzi dkk., 2024). Second, the globalization of risk highlights that risks transcend borders (Beck, 1992), such as age-inappropriate media content that influences Indonesian children through the internet (Ulfah, 2020). Third, social reflexivity stresses the importance of societal reflection on risks and the creation of collective solutions (Beck, 1992). In Indonesia's educational context, this is reflected in efforts by schools and communities to collaboratively provide education that integrates local values with global developments (I. Wulandari dkk., 2024). Concrete examples of the impacts of risk on child development are evident in the findings of Mohammad Fauziddin and Twinda Rizki Adha, which reveal that elementary school students experiencing gadget addiction face decreased social interactions and academic performance (Fauziddin & Adha, 2024). To address these challenges, this study aims to apply Beck's theory by providing an in-depth explanation of strategies parents can adopt to mitigate the negative effects of these invisible risks and manage these challenges more effectively in the modern era.

Thus, this research seeks to enrich both academic and practical understanding of the challenges parents face in raising children in the modern era, particularly in the context of the often-overlooked "invisible enemies". By analysing the role of parents through the framework of Ulrich Beck's risk society theory, the study offers new insights into how these unseen risks can be effectively mitigated within the educational process. Furthermore, the research contributes to the development of more adaptive and responsive strategies to social and technological changes, offering guidance that can assist parents, educators, and policymakers in designing targeted interventions to protect and support children's development amidst the complexities of the modern era.

## **METHODS**

This study is a literature review utilizing a qualitative-exploratory-descriptive research design to identify and analyse the hidden challenges parents face in raising children in the modern era, referred to as "invisible enemies", and to explore how parents can play a key role in mitigating these risks. The selection of literature was conducted through a systematic search using databases such as Scopus, Google Scholar, and direct access to other reputable journals. Inclusion criteria focused on literature relevant to the research topic, while exclusion criteria involved literature that did not meet the relevance or academic quality standards.

The selected literature aligns with the objectives of this research and is subsequently collected, described, and analysed using the risk society theory developed by Ulrich Beck. This theory serves as the primary theoretical framework to explain how modern risks affect children's education and how parents can play a pivotal role in mitigating these risks. The analysis employs a thematic approach, categorizing data into key themes to identify significant patterns and relationships. The qualitative-exploratory approach was chosen as this study aims to explore relatively under-researched phenomena, such as how parents address hidden challenges in the modern era. The justification for this approach lies in its ability to provide in-depth and insightful data that cannot be achieved through other methods, such as quantitative approaches. Thus, this study seeks to elucidate the hidden challenges faced by parents in raising children in the modern era, described as "invisible

enemies”, and to offer in-depth insights into mitigation strategies that parents can adopt to address these risks effectively.

## RESULTS AND DISCUSSION

### Changes in Family Dynamics in the Modern Era

The dynamics of families in the modern era have undergone significant transformations in line with social, economic, and technological developments (Pratiwi dkk., 2023). In the past, families typically functioned as units with clearly defined gender roles, where men were often the primary breadwinners, while women were responsible for household management and child-rearing (Rokhmansyah, 2016). However, social changes, including the emancipation movement, urbanization, and technological advancements, have shifted this traditional structure. Modern families are now more inclined toward egalitarian principles, where household roles are more flexible and evenly distributed among family members (Abu-Odeh, 2004).

One notable change is the increasing participation of women in the workforce (Maulana, 2023). With the growing number of women working outside the home, families are experiencing shifts in caregiving patterns and the division of household responsibilities (Faizal dkk., 2023). This phenomenon has prompted changes in the role of fathers, who are now more actively involved in child-rearing and domestic tasks (Maulana, 2023). Additionally, modern families tend to be smaller and more individualistic, with greater emphasis on personal needs and desires compared to the collective interests of extended families in the past (Bimantoro, 2024).

Technological advancements have also played a pivotal role in reshaping family dynamics. The presence of the internet and social media has altered the ways family members communicate and interact with one another (Supriansyah & Hasan, 2024). While technology enables easier and faster connections, it has also reduced face-to-face interactions within families, often replaced by virtual communication that can diminish the quality of emotional bonds among family members (Daniswara & Faristiana, 2023). Another emerging challenge is the increasing pressure on parents to provide a balanced environment and education for their children amidst the flow of information and external influences from digital media (Yani dkk., 2024).

Furthermore, globalization has influenced family structures and functions (Mohsi & Taufik, 2023). High mobility, driven by work or educational opportunities, often requires families to live geographically apart (Rangkuti & Mesra, 2024). This necessitates adaptation in communication patterns and family relationship management, which can impact emotional closeness and family cohesion. However, globalization also brings benefits in the form of value and cultural diversification (Samsudin, 2017), enriching family dynamics through exposure to new perspectives and practices.

In addition to the aforementioned changes, the dynamics of families in the modern era are also influenced by shifts in cultural and moral values within society. Traditional concepts of marriage, parenting roles, and intergenerational relationships are increasingly challenged by the currents of modernization (Polnaya dkk., 2023). For example, the concept of the nuclear family, consisting of a father, mother, and children, is no longer the sole dominant family model. New family forms, such as single-parent households and childless couples, are becoming more recognized and accepted both in society and globally (Yazid dkk., 2023). This reflects the diversification of family structures that embodies values of individual freedom and more inclusive life choices.

Changes in family communication patterns have also become more complex with the advent of digital technology. Family communication, which once relied heavily on direct interaction, is now increasingly influenced by the use of social media, instant messaging applications, and other communication tools (Abidin, 2011). While these technologies facilitate maintaining relationships, especially for families separated by distance, there are concerns that excessive use of technology may diminish the quality of emotional interactions (Chatlina dkk., 2024). Families may become more digitally connected but less emotionally bonded, which could lead to alienation and a sense of disconnection among family members.

In the modern era, new challenges have also emerged concerning the mental and emotional well-being of family members. The pressure to meet high living standards, both economically and socially, can create stress that impacts family relationships (Roboth, 2015). These challenges are exacerbated by growing societal expectations for individual success (Admin STAIKU, 2023), often at the expense of prioritizing a balance between personal and professional life. In this context, modern families must develop effective coping strategies, such as open communication, strong emotional support, and mutual understanding, to maintain collective well-being (Jalliah Gwen Campilla dkk., 2023).

Moreover, changes in social norms and legal frameworks also influence family dynamics (Daniswara & Faristiana, 2023). Public policies that support gender equality, child protection, and individual rights have transformed how families function (De la Parra-Guerra dkk., 2025; Karimullah, 2023). For instance, increased awareness of the importance of fathers' roles in child-rearing and advancements in women's rights have created more inclusive and participatory family dynamics. However, these changes also require adaptation and adjustment from all family members, which can sometimes lead to conflicts and new challenges (Sugitanata, 2024).

Overall, the shifting dynamics of families in the modern era reflect complex and multifaceted developments driven by economic, social, technological, and cultural factors. While modern families face challenges distinct from those of previous generations, they also have opportunities to build more egalitarian, flexible, and dynamic relationships. The key to successfully navigating these changes lies in the ability of families to continually adapt, maintain effective communication, and uphold core values that underpin family solidarity and harmony.

### **The Invisible Enemies of Parents in Raising Children in the Modern Era**

The greatest challenge, often described by researchers as “Invisible”, for parents in raising children in the modern era is the overwhelming flow of uncontrolled information and technology (Setyoningsih, 2018). Technology, particularly the internet and social media, provides children with extensive access to various types of information, both beneficial and harmful (Sugitanata, 2023). In this context, parents often face significant challenges in monitoring and directing their children's use of technology (Pratama, 2012). While technology offers opportunities for education and creativity (Alimuddin dkk., 2023), unmonitored access can expose children to inappropriate content, cyberbullying, digital addiction, and other negative influences (Harahap & Darmawan, 2024). Therefore, parents must be prudent in limiting screen time and instilling a strong understanding of digital ethics.

In addition to technology, the increasing prevalence of individualism in modern society also poses a tangible challenge (Soesi Idayanti, 2022), especially in child-rearing. Traditional parenting patterns centred on family and community are gradually being replaced by individualistic values that emphasize personal freedom and self-fulfilment

(Aslan, 2019). This shift can lead to children undervaluing collective principles such as cooperation, empathy, and social responsibility. Parents are thus challenged to instil these values amidst the strong influence of popular culture, which often prioritizes self-interest above all else (Sugitanata, 2024).

Strong local and social values in Indonesian culture, such as *gotong royong* (mutual cooperation) and close family relationships, can significantly influence parenting practices. For instance, the culture of *gotong royong* emphasizes the importance of collaboration, solidarity, and mutual support within society (Ali dkk., 2024). Parents can leverage this value to strengthen social responsibility and empathy in their children (Hayati & Utomo, 2022). On the other hand, the close family ties reflected in traditions such as family gatherings and the involvement of grandparents in caregiving can serve as an emotional support system for parents in addressing global challenges like individualism and consumerism (Brantasari, 2022).

However, the global influence of individualistic tendencies and the dominance of consumerist culture often create a clash with these local values (Mustofa, 2008). For instance, children raised in a consumerist culture tend to focus more on self-fulfilment and material possessions (Jafar dkk., 2023), whereas local values such as *gotong royong* emphasize togetherness and simplicity (Zulfikar dkk., 2024). In this context, parents play a crucial role in balancing these two worlds by adopting an inclusive approach. They need to integrate local values into daily parenting practices while equipping their children with the skills necessary to navigate global influences (Sugitanata, 2024). For example, activities like *gotong royong* in the local community can teach children the values of teamwork and togetherness, which serve as a counterbalance to individualism (Nurradinda, 2018). Parents can also utilize family moments to discuss contemporary issues, including the pressures of technology and consumerism, using an approach grounded in local values (Setiawati dkk., 2024). This method not only strengthens family bonds but also helps children understand the importance of balancing individual needs with social responsibilities.

Excessive academic pressure also poses a significant challenge for parents in raising children. In the modern era, there is a strong push to achieve the highest possible academic performance, often at the expense of children's emotional balance and mental health (Fadly, 2024). Parents, sometimes unknowingly, may impose disproportionate pressure on their children to meet certain standards. This can lead to stress, anxiety, and even depression in children. Therefore, parents must act as wise supporters (Ariyati, 2016), encouraging academic success while also prioritizing their children's psychological well-being and character development.

Peer pressure is another significant adversary for parents in raising children in the modern era. Children and adolescents are often heavily influenced by their peer groups regarding behaviour, lifestyle, and life choices (Kurniawan & Sudrajat, 2017). In this context, the values taught at home by parents may conflict with those adopted by children from their peers (Rochaniningsih, 2014). For instance, social norms embraced by a peer group may encourage children to engage in behaviours misaligned with family values, such as following negative trends or exhibiting deviant behaviours. Hence, parents must remain vigilant and actively involved in their children's social lives by fostering open communication and instilling a strong understanding of the importance of family values.

The deeply ingrained culture of consumerism in modern society has become a significant challenge (Violita, 2023), including for parents. Consumerism encourages children to evaluate themselves and others based on what they own rather than who they truly are (Wening, 2015). Through advertisements, social media, and environmental influences, children are often exposed to messages promoting the idea that happiness and

success are measured by material possessions (Kepala Pusat Informasi dan Humas Kementerian Kominfo, 2014). This condition can foster materialistic tendencies, extravagant behaviour, and a lack of gratitude. Parents need to instil values of simplicity, financial responsibility, and inner fulfilment that are not dependent on material things. Achieving this requires an educational approach that emphasizes the importance of a quality life not solely measured by material wealth (Sugitanata & Rahmanita, 2024).

In addition, the phenomenon of overparenting, or an overly protective parenting style, can also hinder the upbringing of children in the modern era (Ulfah, 2020). While parents may have good intentions, such as protecting their children from harm, overparenting can impede the development of independence and the ability to face life's challenges. When parents intervene excessively in every aspect of their children's lives, they may limit their children's ability to make decisions independently and learn from their mistakes (Salsabila Fitriana, 2022). This can result in children growing up to be individuals who lack confidence and are overly dependent on others. Parents need to provide space for their children to explore, learn from experiences, and develop problem-solving skills independently.

Ultimately, these challenges highlight that raising children in the modern era requires more than merely disciplining or providing guidance. Parents must adopt a holistic approach that addresses not only the cognitive or academic aspects but also the emotional, social, and spiritual dimensions of their children's development. By doing so, they can equip their children with the skills and values necessary to navigate an increasingly complex and dynamic world, helping them grow into empowered and dignified individuals.

### **An Analysis of Parents' Role in Risk Mitigation in Raising Children in the Modern Era Based on Risk Society Theory**

An in-depth analysis based on the theory of risk society developed by Ulrich Beck can be conducted to understand parents' efforts in addressing the challenges of educating children in the modern era. The risk society theory explains that modern society is increasingly characterized by risks arising from technological advancements and social changes, which are not only physical but also psychosocial in nature (Beck, 1992, 2016). In the context of child education, technology, particularly the internet and social media, serves as a significant source of risk (Sugitanata, 2023). Beck argues that these risks cannot be entirely controlled (Wimmer & Quandt, 2006), placing parents in a vulnerable position as they must manage their children's access to information that could negatively impact their development (Pratama, 2012). These risks include exposure to inappropriate content, cyberbullying, and digital addiction, all of which reflect the consequences of information globalization in the absence of adequate regulation (Harahap & Darmawan, 2024).

To address these risks, parents need to implement specific and detailed risk mitigation strategies. One approach is filtering the digital content accessible to children (Ulfah, 2020). Parents can utilize parental control software to restrict access to certain websites or applications and regulate daily screen time (Azim dkk., 2024). Digital literacy education should be introduced early to help children understand the risks associated with technology use, such as the importance of protecting privacy and recognizing potential threats in cyberspace (Yonas dkk., 2024). For example, parents can engage children in discussions about online ethics, such as how to communicate with others on the internet and avoid sharing sensitive personal information (Lubis dkk., 2023).

The strengthening of individualism in modern society can be viewed as one form of social risk identified by Beck (Beck, 1992). This individualism erodes the collective values that serve as the foundation of social and emotional stability within families (Soesi Idayanti,



2022). Parents face the risk of their children becoming alienated from traditional values that emphasize cooperation and social responsibility (Aslan, 2019), a phenomenon that could exacerbate social dislocation within society. Beck emphasizes that modern societies often fail to recognize the long-term impacts of changing values (Beck, 1992), which, in turn, amplify the risk of social disintegration. To counteract this, parents can instil collective values through family activities that foster cooperation, such as cooking together or participating in community social events (Subianto, 2013). In doing so, children can learn to appreciate togetherness and the importance of individual contributions to the group.

Excessive academic pressure is also a manifestation of risk society, where success is measured by increasingly high standards without taking into account the emotional balance and mental health of children (Fadly, 2024). Parents, striving to provide the best for their children, often find themselves trapped in an education system that prioritizes academic achievement above all else (Ariyati, 2016), without recognizing the psychosocial risks posed by such pressure. Beck emphasizes that modern risks are often ignored or underestimated until they reach a crisis point (Beck, 2013), and in this case, the psychological well-being of children becomes a casualty of unchecked academic ambition. To address this risk, parents need to adopt a more balanced parenting approach. A concrete strategy is to create a flexible study schedule while allowing sufficient time for rest and recreational activities (Hartono dkk., 2024). Parents can also support their children's interests beyond academics, such as in arts or sports, to help them find happiness and fulfilment outside of academic achievements (Musman, 2020). In such situations, open communication between parents and children is essential to ensure that parental expectations do not become a burden on the child (Yoanita, 2022).

Peer pressure can also be analysed through the lens of risk society theory. Beck identifies that in a risk society, individuals often navigate conflicting social expectations (Beck, 2016), which, in this context, come from peers. The mismatch between family values and the social norms upheld by peer groups can create tension and increase the risk of behavioural deviations (Rochaniningsih, 2014). Parents, who aim to protect their children from negative influences, face the dilemma of balancing their children's freedom to socialize with friends and controlling the impact of external influences. In this context, parents can address such pressures by helping their children build confidence and the ability to say “no” to inappropriate behaviours (Macarau & Stevanus, 2022). An effective method is through social skills training, such as role-playing, which allows children to practice how to respond to peer pressure (Badriyah dkk., 2024). Additionally, parents can introduce their children to peer groups that align with family values, such as study groups or arts communities (Somantri dkk., 2022).

Furthermore, the culture of consumerism increasingly dominating modern society can also be viewed as a risk arising from global capitalism, which Beck identifies as a primary source of contemporary social risks (Beck, 2013). Children, who are constantly exposed to consumerist messages through social media and advertisements, are vulnerable to developing materialistic values that can erode core values like simplicity and gratitude (Kepala Pusat Informasi dan Humas Kementerian Kominfo, 2014). In this regard, parents should act as risk mitigation agents by instilling values that emphasize a quality of life not dependent on material possessions. For instance, parents can involve their children in charitable activities or discussions about the importance of sharing with others, fostering empathy and simplicity (Palupi, 2020).

On the other hand, the phenomenon of overparenting, or overly protective parenting, can be seen as a parental response to perceived risks in modern society (Ulfah, 2020). However, Beck argues that efforts to eliminate risks through excessive control can,

in fact, create new risks (Beck, 1992), namely the inability of children to develop into independent and resilient individuals. In a risk society, the challenge for parents is to find a balance between providing protection and allowing their children to learn from life experiences—a balance that is essential in preparing them to face an uncertain world. In this regard, parents can implement strategies that encourage their children's independence, such as assigning age-appropriate responsibilities, for example, managing their own study schedule or assisting with household tasks (Rahman dkk., 2020). Parents can also create opportunities for children to face the consequences of their decisions, helping them learn from experience and build resilience (Ayub dkk., 2024).

Thus, in a modern world characterized by dynamic and complex challenges, parents are confronted with various risks that influence their approach to raising children. Through the lens of the Risk Society Theory developed by Ulrich Beck, it becomes evident that uncontrolled information flows, the reinforcement of individualistic values, high academic pressure, peer influence, consumerist culture, and the phenomenon of overparenting all play a role in shaping an educational environment fraught with uncertainty. Parents must act as risk mitigation agents, not only protecting but also preparing their children to face life's challenges wisely and independently. With awareness of these risks, it is hoped that parents can take strategic steps to raise a generation that is more resilient, ethical, and prepared to navigate a future filled with change.

## CLOSING

The results of this study indicate that modern parents face significant challenges in raising their children due to the presence of “invisible enemies” such as the overwhelming flow of information through digital technology, the strengthening of individualistic values, excessive academic pressure, peer influence, and consumerism culture. Uncontrolled technology can trigger exposure to inappropriate content, cyberbullying, and digital addiction, while individualistic values, academic pressure, and consumerism culture often complicate parenting patterns. This aligns with the analysis of risk society theory, which is characterized by the risks of technological advancement and social change that are not only physical but also psychosocial in nature. To address these challenges, parents need to implement risk mitigation strategies, including the wise use of technology, digital literacy education, the instillation of collective values, support for children's emotional balance and interests, as well as independence training. By acting as risk mitigation agents, parents not only protect their children from the negative impacts of the environment but also equip them with the skills and ethics necessary to navigate an uncertain future.

The limitation of this study lies in its literature-based nature, which lacks the ability to provide an in-depth empirical depiction of the practical challenges faced by parents in raising children in the modern era. Therefore, future research is recommended to employ mixed-method approaches that include empirical data through interviews or surveys with parents to directly identify the challenges they encounter. Further studies could also explore the implementation of risk mitigation strategies in various cultural and social contexts to ensure the relevance and effectiveness of the proposed solutions.

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