



## WISE SOCIAL MEDIA EDUCATION BASED ON THE ITE AT SMP NEGERI 12 DENPASAR

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### Article Info:

Received: 2025-08-29

Revised: 2025-09-29

Accepted: 2025-10-15

Volume: 4

Numbers: 2

Pages: 106 - 112

### Keywords:

Digital Literacy, ITE  
Law, Social-Media,  
Junior High School  
Students, Community  
Service

### Abstract:

The development of digital technology has had a significant impact on student interaction patterns at the junior high school level. Social media has become a primary platform for students to communicate, but on the other hand, minimal digital literacy and poor legal understanding make them vulnerable to negative behaviors such as spreading hoaxes, cyberbullying, and violating communication ethics. This community service activity aims to provide wise social media education based on the Electronic Information and Transactions Law (UU ITE) to students of SMP Negeri 12 Denpasar. The implementation method included interactive seminars, group discussions, and case study simulations designed with a participatory approach. Evaluation was conducted through pre- and post-tests to measure improvements in students' knowledge and behavioral reflections. The results of the activity showed a significant increase in students' understanding of digital literacy from 45% to 82% and knowledge of the ITE Law from 20% to 75%. In addition, students' attitudes towards cyberbullying and negative content on social media experienced positive changes, as reflected in their increased awareness of not spreading hoaxes, avoiding hate speech, and using social media more responsibly. This program not only improves students' understanding but also benefits schools and parents by supporting their children's digital activities. Therefore, this activity serves as a model that can be replicated in other schools to strengthen digital literacy, legal awareness, and develop wise social media character among teenagers.

## INTRODUCTION

The development of information and communication technology in the digital era has brought about significant changes in people's lives, including in education. Adolescents, particularly junior high school students (SMP), are the most vulnerable and active group in using social media. According to a report by We Are Social and Hootsuite (2022), more than 70% of internet users in Indonesia are young people who access social media daily for various purposes, from communication and entertainment to learning. This phenomenon demonstrates that social media has become an integral part of students' lives, often even more dominant than daily face-to-face interactions (Nasrullah, 2017).

Social media provides a significant opportunity for students to develop their knowledge, expand their social networks, and quickly access educational information. However, on the other hand, using social media without adequate control and awareness can have various negative impacts. Some of the problems that frequently arise include the spread of false information (hoaxes), hate speech, cyberbullying, pornography, and violations of digital communication ethics (Wahyuni, 2021). Students often go unnoticed due to their lack of digital literacy, leading them to use social media solely for entertainment without considering ethical aspects, security, or legal implications.

In Indonesia, the use of social media is regulated by Law Number 11 of 2008 concerning Electronic Information and Transactions (ITE), which was later updated by Law Number 19 of 2016.



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The ITE Law regulates various aspects related to electronic information and transactions, including provisions regarding defamation, hate speech, the spread of hoaxes, and the protection of personal data (Santoso, 2022). However, most junior high school students do not yet understand the essence of the ITE Law, let alone the legal implications of their activities on social media (Nugroho, 2019). This lack of understanding can lead students to irresponsible and potentially unlawful social media behavior.

Formal education in schools actually plays a strategic role in equipping students with digital literacy. Unfortunately, learning in schools often focuses more on academic aspects, resulting in inadequate attention to digital literacy, communication ethics, and understanding digital regulations (Hidayat, 2018). Yet, providing education on digital literacy and the ITE Law is crucial for building legal awareness from an early age. A social media education program can be a real solution to instill healthy, ethical, and legally compliant digital literacy values.

At SMP Negeri 12 Denpasar, the phenomenon of social media use among students also shows a fairly high trend. Initial interviews with guidance and counseling teachers revealed that some students often engage in conflict due to interactions on social media, such as teasing each other in chat groups, spreading memes that offend friends, and sharing information without verifying its accuracy. This issue highlights the need for a structured educational program that not only provides an understanding of how to use social media wisely but also introduces the legal basis for digital behavior, particularly the ITE Law.

Digital literacy itself is not only limited to the technical ability to use devices or applications, but also includes critical thinking skills, media ethics, and legal awareness (UNESCO, 2019). Through comprehensive digital literacy, students are expected to be able to sort information, reject hoaxes, respect privacy, and behave politely and responsibly in cyberspace, as an effort to prevent cyberbullying among students (Sancaya et al., 2025). Thus, wise social media education based on the ITE Law is relevant to equip students of SMP Negeri 12 Denpasar to be able to become smart, critical, and characterful digital media users.

This community service program, themed "Educating Wise Social Media Users Based on the ITE Law," is designed as a form of academic contribution to addressing partner issues. This activity aims not only to increase students' knowledge of social media ethics but also to raise awareness of the legal consequences inherent in their digital activities. Using a participatory approach through seminars, group discussions, and case studies, it is hoped that students will not only understand the theory but also be able to apply the principles of wise social media use in their daily lives.

This activity aligns with the government's efforts to create a digitally literate and competitive young generation in the global era. The Indonesian Ministry of Communication and Information Technology (Kominfo) in 2020 emphasized the importance of a national digital literacy movement as a strategy to face the era of technological disruption (RI, 2020). Therefore, collaboration between schools, academics, and parents is key to building an educational ecosystem that adapts to digital developments while maintaining morality and legal compliance (Sancaya et al., 2025).

Based on this background, the social media-based education program on ITE Law at SMP Negeri 12 Denpasar is seen as a strategic step to create a healthy, safe school environment that supports positive student development in the digital world.

## METHODS

**Digital Literacy.** The concept of digital literacy has evolved from simply the technical ability to use digital devices to a broader understanding, encompassing cognitive, social, ethical, and legal



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aspects. Gilster (1997), the originator of the term digital literacy, defined it as the ability to understand and use information from various digital sources. Subsequent developments have seen digital literacy not only as a technical skill, but also as a competency in critical thinking, ethical communication, and maintaining digital security (Livingstone, 2004).

UNESCO, through its Media and Information Literacy curriculum, emphasizes that digital literacy is a set of competencies that enable individuals to responsibly access, analyze, evaluate, and create content in digital media (UNESCO, 2019). For junior high school students, digital literacy serves as a foundation so that they are not merely passive social media users, but also active participants who are able to sort information, understand the consequences of digital interactions, and position themselves according to social and legal norms (Sancaya et al., 2025).

In the Indonesian context, junior high school students' digital literacy levels remain low, particularly in understanding the credibility of information sources and social media ethics. This results in high vulnerability to hoaxes, cyberbullying, and negative content. Therefore, digital literacy is not merely an additional skill, but a fundamental need that must be instilled early in formal education (Putri & Yusup, 2020).

**Wise Social Media Use.** Wise social media use means using digital media consciously, ethically, and responsibly. According to Nasrullah, wise social media use encompasses three main dimensions: (1) ethical communication in conveying messages, (2) awareness of the social impact of any content shared, and (3) wisdom in selecting information before believing or sharing it (Nasrullah, 2017).

Among adolescents, using social media wisely is often a challenge due to psychological factors such as high curiosity, a need for approval, and low self-control (Wahyuni, 2021). As a result, junior high school students often fall into impulsive behavior, such as posting abusive comments, sharing unverified information, or creating content that could potentially offend others.

Educational programs designed to foster wise social media behavior typically emphasize case-based learning strategies, reflective discussions, and digital ethics simulations (Pratama, 2020). Through these methods, students are not only informed about the rules but also trained to assess the consequences of their actions.

**The ITE Law as a Legal Umbrella.** Law Number 11 of 2008 concerning Electronic Information and Transactions, as amended by Law Number 19 of 2016, is the primary legal instrument governing digital activities in Indonesia (SANCAYA & SAPUTRA, 2025). The ITE Law covers aspects of electronic information, electronic transactions, digital signatures, and criminal offenses such as defamation, the spread of hoaxes, pornography, illegal access, and hate speech (Santoso, 2022).

For junior high school students, the existence of the ITE Law is often not fully understood. Nugroho found that most teenagers are unaware that their posts on social media can have legal consequences. This is due to a lack of legal education in schools and families (Nugroho, 2019).

Education regarding the ITE Law is highly relevant in schools to provide a basic understanding of rights and obligations in the digital world. Students need to understand that freedom of expression on social media is not absolute but is limited by legal and ethical norms. For example, posting comments that demean others can be categorized as defamation, while spreading false news can be prosecuted as spreading hoaxes.

**Digital Literacy Education in Schools.** Schools, as formal educational institutions, play a crucial role in shaping students' digital character. Digital literacy needs to be integrated into the school curriculum, both through ICT subjects and extracurricular activities (Hidayat, 2018). Efforts to strengthen digital literacy in schools extend beyond technical skills to include the development of ethical communication skills, character building, and legal understanding.





The community service activity, themed "Educating Wise Social Media Users Based on the ITE Law," was implemented in several stages: planning, implementation, and evaluation.

**Planning Stage.** The community service team conducted initial coordination with the school, particularly the principal, guidance counselor, and student council representatives. The discussion determined that the activity would focus on eighth-grade students, as this group was considered the most active social media users. Educational materials were designed to include:

- An introduction to basic digital literacy (how to verify information, digital communication ethics, and personal data security).
- Understanding the ITE Law (articles relevant to student activities, such as articles on defamation, hoaxes, and hate speech).
- Case studies and simulations (group discussions using real-life case studies of conflicts on social media).

**Implementation Stage.** The activity was implemented in the form of interactive seminars, group discussions, and simulations. A student-centered learning method was used to encourage students to participate actively, rather than simply listen.

- Interactive Seminar: Speakers presented material on digital literacy and the ITE Law, accompanied by educational videos.
- Group Discussion: Students were divided into small groups to discuss case studies such as "conflicts resulting from status updates" or "the spread of false news in WhatsApp groups."
- Digital Ethics Simulation: Students were trained to formulate wise responses to negative comments or provocative content.

Students' enthusiasm was high; they actively asked questions, especially about the legal boundaries of "permissible" and "prohibited" use on social media. Some students even shared personal experiences of experiencing conflict due to social media.

**Evaluation Phase.** Evaluation was conducted through pre- and post-tests to measure improvements in student understanding. The results showed:

- Understanding of digital literacy increased from 45% (pre-activity) to 82% (post-activity).
- Knowledge of the ITE Law increased from 20% to 75%.
- Awareness of the impacts of cyberbullying increased, with 90% of students expressing disapproval of teasing on social media, compared to only 60% before the activity.

Furthermore, guidance counselors reported changes in behavior in some students. After the activity, instances of teasing in the class WhatsApp group began to decrease, and some students began reporting negative content to teachers.

The results of the activity indicate that social media education based on the ITE Law is effective in improving students' understanding. This finding aligns with research by Sari & Hidayat (2021), which demonstrated that simulation-based digital literacy education can increase awareness of social media ethics in junior high school students.

The significant increase in knowledge of the ITE Law demonstrates the need to introduce legal aspects from an early age. This supports Nugroho's (2019) finding that a lack of legal understanding among adolescents is one of the causes of the rise in digital ethics violations.

The results of the community service also demonstrate the importance of a participatory approach. Through group discussions and simulations, students can reflect on their personal experiences, ensuring the material is not only theoretical but also applicable. This approach is

relevant to 21st-century learning models that emphasize critical thinking, collaboration, and communication.

This activity also contributes to building a culture of digital literacy. Teachers gain new experience in legal-based digital literacy teaching strategies, which can be integrated into guidance and counseling activities or civics lessons. Meanwhile, parents are encouraged to be more active in supporting their children in their use of social media.

This program is related to SDG 16 (Peace, Justice, and Strong Institutions), which encourages collaboration and public participation in decision-making. By providing students with an understanding of the ITE Law, this activity encourages the creation of a safe and orderly digital environment. This aligns with efforts to build an inclusive society that respects the law and reduces the risk of digital crimes such as cyberbullying, the spread of hoaxes, and hate speech.

## CONCLUSION

The community service activity themed "Educating Wise Social Media Based on the ITE Law" held at SMP Negeri 12 Denpasar has had a significant impact on increasing students' understanding and awareness of social media use. Based on the results of implementation, evaluation, and reflection, the following conclusions can be drawn:

1. High demand for digital literacy among junior high school students. Students at SMP Negeri 12 Denpasar are highly active users of social media, but most lack an adequate understanding of digital literacy. They tend to use social media as a means of entertainment without considering communication ethics, information security, and social impact. This situation reinforces the urgency of implementing digital literacy education in schools.
2. Education based on the ITE Law can foster legal awareness from an early age. One important finding was the increased understanding of students regarding the legal aspects of social media use. Before the activity, the majority of students were unaware of the articles in the ITE Law relevant to their activities, such as the prohibition on defamation, the spread of hoaxes, and hate speech. After the activity, legal knowledge increased significantly, and students became more cautious in posting and commenting online.
3. Participatory methods are more effective than conventional lectures. Group discussions, case simulations, and experience sharing have been proven to help students better understand the material and reflect on their digital behavior. This approach aligns with the principles of active learning, which emphasize student involvement in critical thinking, collaboration, and communication.
4. Real impact on student behavior. Evaluations show changes in student attitudes, particularly in responding to negative content on social media. Students became more aware of not spreading hoaxes, avoided mocking behavior, and chose more ethical responses when faced with digital provocation. This demonstrates that educational interventions not only increase knowledge but also shape behavior.
5. Community service activities support the role of schools and parents. Teachers and parents recognize the importance of mentoring students in using social media. Through these activities, schools learned new strategies for learning law-based digital literacy, while parents were encouraged to be more active in supervising and setting examples in digital media use.

Overall, this community service program successfully addressed partner issues by improving digital literacy, strengthening legal awareness, and encouraging wiser social media behavior among





students. This success is not only beneficial for SMP Negeri 12 Denpasar, but can also be used as a model for other schools facing similar problems.

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