

## ANTI-BULLYING DIGITAL LITERACY ASSISTANCE FOR SMKN 2 GARUT STUDENTS

Tita Melia Milyane<sup>1</sup>, Muhamad Armien Syifaa<sup>2</sup>, Septiana Yustika Widyaningrum<sup>3</sup>, Robby Aliffaza<sup>4</sup>, Janice Natasha<sup>5</sup>, Muhammad Gathan<sup>6</sup>

<sup>1</sup>Telkom University, Indonesia,

---

### ARTICLE INFO

#### Article history:

Received: 12<sup>th</sup> December 2024

Accepted: 8<sup>th</sup> May 2025

Published: 16<sup>th</sup> July 2025

### ABSTRACT

*Digital literacy is a crucial competency in the current era of digitalisation and globalisation. Developing digital literacy skills is a strategic effort to empower Generation Z to utilise social media as a window of information. This community service program aims to increase digital literacy among students in grades 10 and 11 of SMKN 2 Garut, as generation Z teenagers who utilise digital media daily. The methods used include mentoring and education activities regarding digital literacy, focusing on the wise use of social media to prevent cyberbullying and the spread of hoax news. This program involves 100 students as target partners who participate in mentoring activities for one day. The result of this activity is to gain understanding so that a discussion space is created about the importance of the dangers of cyberbullying and the spread of hoax news, to be able to counteract the harmful impact of social media.*

---

#### Keywords:

*Cyberbullying, Digital Literacy, Digital Media, Media Campaign*

---

**How to cite:** Milyane, T, M., Syifaa, M, A., Widyaningrum, S, Y., Aliffaza, R., Natasha, J., Gathan, M. (2025). Anti-Bullying Digital Literacy Assistance For SMKN 2 Garut Students. *Jurnal Pemberdayaan Masyarakat Madani (JPMM)*, 9(1), 84 - 92. <https://doi.org/10.21009/JPMM.009.1.07>

---

\*Corresponding Author.  
[titameliamilyane@telkomuniversity.ac.id](mailto:titameliamilyane@telkomuniversity.ac.id)  
(Tita Melia Milyane)

ISSN  
2580-4332 (online)  
DOI: [doi.org/10.21009/JPMM.009.1.07](https://doi.org/10.21009/JPMM.009.1.07)

## INTRODUCTION

From the perspective of global discourse, the general public can be categorised into several groups based on birth year. This grouping illustrates that the range of years of birth affects the viewpoint of the group of people because, in the social context, their behaviour is influenced by culture, economic development, and technological growth in a particular era. [Click or tap here to enter text.](#) *The Pew Research Centre classifies people with demographic groups born between 1995 and 2012 as Generation Z.*<sup>[2]</sup> This generation was born and grew up in an era of rapid technological development, where internet access and gadgets became part of daily life from an early age. The internet, digital media, and gadgets have become integral to Generation Z's life from an early age. This phenomenon makes Generation Z, also known as digital natives.

Using online-based media makes Generation Z look for information independently through digital sources. This makes online media, social media, text messaging, or other online platforms so inherent that they become a secondary necessity. <sup>[4]</sup> However, technology also creates challenges, especially if digital literacy skills do not accompany it. The convenience of internet access paves the way for false information and digitally based negative propaganda. Instead of being a source of information that is used wisely, the rapid advancement of digital media also causes the phenomenon of cyber-based crimes, such as cyberbullying and the spread of hoax news. Digital media facilitates the loss of control over content, as the boundaries between the personal, public, and institutional realms are increasingly blurred. [Click or tap here to enter text.](#) This can result in ethical violations, such as the dissemination of inaccurate information (hoaxes), time pressure, plagiarism, misrepresentation, addiction, and other negative psychological impacts. The anonymity provided by digital media also often gives rise to harmful and socially unacceptable behaviours, such as cyberbullying.

One of the ways to prevent the harmful impact of digital media is to promote digital literacy. Because the massive use of social media needs to be accompanied by balanced digital literacy. The lack of digital literacy makes Generation Z vulnerable to computational propaganda, misinformation, and hate speech. Interaction in digital media requires technical skills to access technology and an understanding of content, active functions, and interactivity in generating messages. Moreover, interaction in digital media has consequences for personal safety, privacy, excessive consumption, and how to handle differences. [Click or tap here to enter text.](#) Therefore, research shows that although Generation Z often uses the Internet and social media, most have low digital literacy, especially in participation and collaboration skills. (Limilia et al., 2022). In Indonesia, the level of digital literacy is ranked the lowest in ASEAN. INDEF Senior

Economist Aviliani revealed that the digital literacy of the Indonesian population is only 62% [8]. Concerns about this misinformation are further exacerbated because, according to data, 30%- 60%<sup>[11]</sup> of Indonesian people are vulnerable to exposure to hoaxes when accessing and communicating through online media. Meanwhile, only 21%--46% of respondents were able to recognize hoaxes. As a generation that tends to consume information from the internet, this topic is relevant to the target audience, especially on political, health, and religious issues that are commonly used as hoax news material.

Given the concerns and realities that are happening today, digital literacy assistance activities are needed for Generation Z, especially teenagers in the school environment. This activity is in training and involves socialisation and guidance to help participants understand digital literacy in the context of children's and adolescents' lives at school. This mentoring aims to improve their ability to analyze news content and information on social media, which supports the development of critical thinking skills in the face of digital technology. [9]. Thus, Generation Z can use social media safely, ethically, and responsibly.

The students of SMKN 2 Garut are included in the Generation Z group, which is very close to social media. As a favourite vocational high school accredited with *grade A* with a score of 97 (accreditation in 2021) from BAN-S/M (National Accreditation Board), this school also applies technology as its learning method. *The digital platform* used as a publication and learning medium, Instagram with a @smkn2garut\_official username, has 16,900 followers and 818 posts. Uploads on the official account of SMKN 2 Garut include announcements about teaching and learning activities, strategic programs at the school, and the achievements of students and teachers. The features on *this platform* are also well utilized, such as the hashtag #smkn2garutspeech, which contains uploads about school program information in English, and the hashtag #smkn2garutcaption, which includes positive campaigns, such as *mental health and relationships*.



**Figure 1. Achievements of SMKN 2 Garut Students Who Have the Opportunity to Intern in Japan**

Sumber: [https://www.instagram.com/smkn2garut\\_official/](https://www.instagram.com/smkn2garut_official/)



**Figure 2. The Accomplishments of the Law and Human Rights Ambassador from SMKN 2 Garut**

Sumber: [https://www.instagram.com/smkn2garut\\_official/](https://www.instagram.com/smkn2garut_official/)

In addition to its activity on social media, SMKN 2 Garut is also the first school to apply technology in learning modules into 10 skill programs, namely:

- Building Modelling and Information Design Expertise Study Program (DPIB)
- Audio Video Engineering (AV) Expertise Study Program
- Mining Geology Expertise Study Program (GP)
- Electrical Power Installation Engineering Expertise Study Program (TITL)
- Light Vehicle Engineering Expertise Study Program (AUTOMOTIVE)
- Visual Communication Design Expertise Study Program (DKV)
- Broadcasting Engineering and Television Program Production Study Program (BC)
- Industrial Electronics Engineering Expertise Study Program (ELIN)
- Logistics Industry Engineering Expertise Study Program
- Industrial Pharmacy Expertise Study Program

The high level of digital media utilization in this school environment shows that SMKN 2 Garut students, as target partners, are active users of social media. This condition has essential implications for the development of science, the dissemination of information, and the improvement of understanding of digital literacy. Therefore, efforts are needed to deepen understanding related to the use of digital media so that students can use it more wisely and

responsibly, especially on the topics that are the focus of problems in this community service program, namely, the phenomenon of cyberbullying and the prevention of the spread of hoaxes.

This assistance involves several methods and strategies: understanding the importance of using digital media as a digital campaign effort, increasing the dissemination of digital content on Instagram, providing knowledge and skills in detecting hoax information, and developing media literacy through anti-bullying campaigns. This community service program is designed to offer concrete solutions and the necessary support in the SMKN 2 Garut environment.

## **LITERATURE REVIEW**

### ***Cyberbullying***

Cyberbullying refers to bullying that takes place online and on mobile devices. (Smith et al., 2008). Victims of cyberbullying can experience stress, anxiety, depression, and may even trigger more dangerous actions. In some cases, victims of cyberbullying can experience prolonged trauma, withdraw from society, lose confidence, and even change behavior that not only disturbs themselves but also disturbs the surrounding environment. Compared to traditional bullying, cyberbullying had a stronger correlation with suicidal thoughts. (Van Geel et al., 2014). Three objects of cyberbullying in Indonesia were found in addition to individual bullying, namely bullying in certain regions, religions, institutions, or professions. (Rastati, 2016).

### ***Hoax Information***

Hoax information is often found in various digital media on websites and social media such as Instagram, Facebook, TikTok, etc. Hoax information is growing along with the rapid development of digital communication technology. According to the Press Council, the characteristics of hoax information include:

1. Hoax news can make people scared, hateful, and hostile. Hoaxes spread from one account to another on the internet, leading to heated debates that eventually resulted in hostility and hatred.
2. The source of information is unclear, usually cornering certain groups.
3. It is loaded with ideologies, titles, and provocative introductions, complete with fanaticism, cornering, and even punishing. It hides facts and data and often even profits specific figures (Batoebara et al., 2020).

## **MATERIAL AND METHOD**

The implementation of this community service activity is divided into three stages: planning, implementation, and evaluation of feedback from mentoring participants. This stage is carried out so that activities can be carried out on target according to the needs of target partners and effectively achieve the goals to be achieved. In the planning stage, we conducted a pre-survey through the Instagram platform and selected several alternative target partners. Furthermore, we communicate with the target partner candidates via WhatsApp and Zoom. In the end, we decided to choose SMKN 2 Garut with several considerations, namely:

1. That this school is located in a small town but has international achievements.
2. This school has graduates who are well absorbed by the industry, and even students who have not graduated have been asked by the industry to work in their companies.
3. Not only do the students have international achievements, but the teachers also have the same achievements
4. This school has implemented an ISO quality assurance system, which schools in small cities in Indonesia very rarely do.

In this planning hold, we also chose the material based on the problems faced by Generation Z students of SMKN 2 Garut. Preventing the spread of hoax information is also the second material provided as a topic of digital literacy in the media.

The next stage, the primary goal of community service, is a mentoring activity program aimed at target partners, namely students of SMKN 2 Garut in grades 10 and 11. This assistance was carried out face-to-face in the hall of SMKN 2 Garut, Jalan Suherman No. 90, Garut Regency, West Java. Participants consisted of 100 students who were active on social media. The activities were carried out as follows:

1. The activity started at 07.30, starting with the opening of the activity by the head of Counselling Guidance (BK Teacher)
2. Students are then grouped into two different classes, each class consisting of 50 students
3. The abdimas team is divided into two groups, where each trains in a different class
4. Before the training starts, students take a pre-test to assess their basic knowledge of the material.
5. After the pre-test, the training starts at 08.30-11.00 and involves lecture methods, case studies, problem-solving, and discussion.
6. Training activities are conducted interestingly and educationally using several devices, such as laptops, the Internet, and devices that support these activities.

7. At the end of the activity, a 20-minute post-test was conducted from 11.00 to 11.20 PM.
8. Students will carry out a summary of activities verbally at 11.30–11.45 PM.
9. The training event was closed by reading prayers and distributing rewards for active students.

In addition to SMKN 2 Garut students who participated as participants, teachers were also involved in the mentoring program as a bridge between the implementers and participants. In addition to being coordinators, teachers provide full support for the program's sustainability to achieve reasonable goals in digital literacy assistance.

In the last stage, participants provide feedback to the facilitator as evaluation material. This closing stage also serves as a benchmark for the success of the mentoring program and the effectiveness of mentoring materials that reach target partners.

## **RESULT AND DISCUSSION**

### **3.1. The phenomenon of cyberbullying and the news of hoax news**

The first topic presented in digital literacy assistance to the target is *the phenomenon of cyberbullying*. This first session focused on a one-way presentation from the resource person regarding introducing cyber-based crime. Observations and preliminary studies show that this cybercrime can happen to anyone active on social media. Actions that are included in *cyberbullying* also include:

- a) *Flaming*, which is an online argument or debate that is carried out with derogatory words
- b) *Doxxing*, which is disclosing a person's personal or sensitive information to the public without permission, to harm the victim
- c) *Impersonation* is impersonating someone online to make them look bad, spreading lies, and performing harmful acts on their behalf<sup>[10]</sup>.

The phenomenon explained and reviewed based on the social environment in cyberspace in Generation Z adolescents is so closely related to their daily lives. In addition to a scientific explanation of this phenomenon, the resource person also explained the harmful impact of cyberbullying crime and who can be involved in it. This presentation aims to make the target aware and critically understand the dangers of cyberbullying so that they can avoid

such acts.

As a digital literacy guide aimed at SMKN 2 Garut students, the second topic is hoax information. This session was opened with survey data from Kominfo regarding the high prevalence of hoax information on online pages that can be circulated at any time and target anyone. The service team then held a discussion related to the understanding of target partners about the spread of hoax information and explored their experiences when receiving hoax news.

The resource person explained the results of the identification that hoaxes are often used to cause unrest and conflict in the community. The low interest in reading, the tendency to easily trust close people without verification, and the desire to be the first to know information also worsened the situation<sup>[12]</sup>. Ease of access to modern communication technology also triggers the rapid spread of hoaxes. Easier user engagement also indicates a higher range of analytical competencies. The required analytical competencies on the Internet are more complex than print and audiovisual media<sup>[13]</sup>.

In the next session, after exploring the students' experiences with the hoax news they had received, the service team provided training on how to counteract hoax news. The most crucial stage is to verify a trustworthy source. Students are trained to more critically monitor news circulation and only choose valid, accurate, and credible sources. In addition, students are also trained to be able to conduct fact checks as part of the procedure to ward off hoaxes so that participants can avoid the continuous spread of unverified information. The last stage is that students are trained not to believe too easily with the rapid flow of information, especially regarding crucial issues that can significantly benefit many people.

### **3.2. Implementation of digital literacy**

The digital literacy assistance at SMKN 2 Garut used discussion material to understand the harmful impact of cyberbullying and exposure to hoax information. For students of SMKN 2 Garut who use digital media as a medium of communication and a source of information, these two topics become close. They are very likely to occur if preventive mitigation is not carried out.

After the speakers explained the explanations and causative factors, the forum discussed prevention from short-term to long-term efforts. In the short term, socialization results can be applied to media life. The anti-cyberbullying campaign is the next long-term solution, where the values of harmony as good citizens and wise digital media users can be

poured into fighting cybercrime. Internal school programs to continue to echo this issue can also be carried out, for example, by displaying anti-cyberbullying campaign posters, strengthening school rules against perpetrators of cyberbullying, and establishing a quick response communication channel for complaints of cyberbullying cases. Optimising short-term and long-term prevention efforts can create a safe community from bullying in school and cyberspace. The role of participation of students, teachers, and related parties also supports the anti-cyberbullying campaign. Regular monitoring and follow-up discussions on cyberbullying must also be carried out continuously.

Meanwhile, the spread of hoax news may be a more complex thing to overcome. However, the discussion among the target students, namely SMKN 2 Garut students, became interesting. Information sources can be selected through initial screening, namely, controversial titles. Taboo keywords generally encourage readers to access the news. This is usually called clickbait, which entices the audience to click on provocative news headlines, increasing the article's readership. This point is straightforward: do not immediately believe the news headlines. As a wise media user, please read the whole story and cross-check the information before spreading it. In addition, the discussion results also show that one should always pay attention to the site's address that disseminates the news source. Readers need to doubt the authenticity of news uploaded at a non-official URL address or one that is not a trusted press agency. Usually, misinformation that indicates a hoax is spread by blog domains, amateur video footage uploaded on social media, or forums that do not include valid sources.

After getting a reliable news source, the discussion results also stated that, as readers, we need to check the facts before sharing the news. If the information is related to government agencies, make sure that the news is also in line with what is uploaded by the official website of the relevant institution, such as the website of the Corruption Eradication Commission (KPK), the National Police, or educational institutions. Visual information, such as photo or video content, is also vulnerable to manipulation. For the content not to provoke the audience, it is necessary to check its authenticity. The Google Images feature can be used to check the comparison of similar images so that readers can compare whether the content of the photo is genuine or if it is a result of digital manipulation.

Just like the topic of cyberbullying, the spread of hoaxes can also be overcome with hoax information prevention campaigns. The campaign in the school environment can be a

reminder message for SMKN 2 Garut students to be more concerned about what information is consumed from digital sources and be aware of indications of hoaxes that can occur at any time. This awareness fosters the knowledge to always be objective in facing media reports before spreading them to a broader environment. Especially in the educational environment, students are expected to be more rational when facing problems contrary to academic values.

The target audience's enthusiasm resulted in a lengthy discussion and deep awareness of the impacts of digital media. The facilities offered seem to be a trap if not faced critically and wisely. SMKN 2 Garut students also aim to maintain harmony and welfare by avoiding cyberbullying and preventing the spread of hoax information that can divide and harm many groups. The application of the results of digital literacy will also be optimised in coordination with the target to get maximum results from the assistance that has been organised.

The digital literacy assistance was closed with the distribution of feedback surveys from the community service program at SMKN 2 Garut. The questions submitted measured the success of the program and the accuracy of the results obtained by the target targets. This question was distributed to 100 students who were the target of community service with the Likert scale measurement technique. There are also questions and results obtained that are presented in the following table:

**Table 1. Activity Feedback**

Feedback on Community Service Results						
No	Question	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1	Activity materials according to the needs of partners/participants					100
2	The time for the implementation of this activity is relatively appropriate and sufficient.			10	90	
3	The material/activity presented is straightforward to understand				5	95
4	The committee provided good service during the activity.				5	95
5	The community accepts and				5	95

Feedback on Community Service Results						
No	Question	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
	hopes that activities like this will continue.					

From the results of the feedback survey, it can be seen that 100% of the participants strongly agree with the material presented to meet the needs of the participants. Furthermore, 90% agreed that the timing of the implementation activities was relatively appropriate, and 10% were neutral. The material presented was also easy to understand because it was supported by survey results that showed that 95% of participants agreed, and 5% disagreed. Likewise, the committee's good service is judged by the survey results, which show that 95% of the participants agree, and the other 5% agree. Finally, the point that the target accepts and hopes that the activity will continue in the future was obtained, with a percentage of 95% of participants agreeing and another 5% agreeing. The survey that received positive points indicates that community service activities are running according to the goal.

## CONCLUSION AND RECOMMENDATION

Increasing digital literacy is an effort to mitigate the adverse impact of social media on Generation Z teenagers in the SMKN 2 Garut environment. The assistance was carried out to provide an understanding of education about cyberbullying, how to avoid it, recognise the characteristics of hoaxes, and strive for anti-hoax campaigns. This mentoring also resulted in interesting discussions about short-term and long-term efforts to prevent cybercrime, which is a relevant topic in the SMKN 2 Garut environment. Understanding digital literacy principles encourages students to be more critical of social media.

From a future perspective, material assistance and practices for the wise use of social media also need to be continuously carried out. In addition to providing aid, teachers at SMKN 2 Garut also need to constantly supervise students' behaviour patterns on social media. With these steps, digital literacy can continue to be improved so that the quality of superior human resources can be born in tandem with the rapid growth of digitalization in the community.

## REFERENCES

- McCrinkle, M., & Wolfinger, M. (2011). *The ABC of XYZ: Understanding the Global Generations*. University of New South Wales Press.
- Dimock, M. (May 22, 2023). *5 things when you hear about Gen Z, Millennials, Boomers, and other generations*. Pew Research Center.
- Bennett, S., Maton, K., & Kervin, L. (2008). The 'digital natives' debate: A critical review of the evidence. *British Journal of Educational Technology*, 39(5), 775–786. <https://doi.org/10.1111/j.1467-8535.2007.00793.x>
- Ashari, M., & Idris, N. (November 23, 2019). Seminar Internasional Riksa Bahasa XIII. *KEMAMPUAN LITERASI DIGITAL GENERASI DIGITAL NATIVE*.
- B Narasimha Rao, B. N. R. (2022). A Study on Positive and Negative Effects of Social Media on Society. *Journal of Science and Technology*, 7(10), 46–54. <https://doi.org/10.46243/jst.2022.v7.i10.pp46-54>
- Yustika, G. P., & Iswati, S. (2020). Digital Literacy in Formal Online Education: A Short Review. *Dinamika Pendidikan*, 15(1), 66–76. <https://doi.org/10.15294/dp.v15i1.23779>
- Limilia, P., Gelgel, R. A., & Rahmiaji, L. R. (2022). *Digital Literacy Among the Z Generation in Indonesia*. 1–11. <https://doi.org/10.15405/epsbs.2022.01.02.1>
- Anam, K. (2023, February). Paling Rendah di ASEAN, Tingkat Literasi Digital RI Cuma 62%. *CNBC Indonesia*.
- Al' Ayubi, S., & Irawati, T. (2022). Penguatan Literasi Digital melalui Peranan Media Sosial Bagi Generasi Muda. *Khaira Ummah: Jurnal Pengabdian Kepada Masyarakat*, 1(2), 137–146.
- Gan, M. F., Na Chua, H., Jasser, M. B., & Wong, R. T. K. (2024). Categorization of Cyberbullying based on Intentional Dimension. *2024 IEEE International Conference on Automatic Control and Intelligent Systems (I2CACIS)*, 285–290. <https://doi.org/10.1109/I2CACIS61270.2024.10649619>
- Cahyadi, I. (2020, November). Survei KIC: Hampir 60% Orang Indonesia Terpapar Hoax Saat Mengakses Internet. *Berita Satu*.
- Setyawan, I. (2020). Factors Causing the Spread of Hoax News Via Social Media in Village Communities. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3587522>
- Susilo, M., Afifi, S., & Yustisia, S. (2019). Hoax as a Reflection on the Low Digital Literacy in Indonesia. *The Second International Conference on Social, Economy, Education, and Humanity*, 165–173.