

Increasing High School Students' Awareness of Cybercrime Through Digital Literacy at MA Baabussalaam, Jl. K.H. Wahid Hasyim Gang. Sukarmana No. 19 Bojongloa Kaler, Bandung City

**Haris Supriatna¹, Ahmad Maki Asrul Sanit², Galih Septiyadi³,
Azka Muhammad Sigit⁴, Alya Mulyati Syarifah Wahidah⁵,
Devi Sri Damayanti⁶, Sandika Dwi Kurniawan⁷,
Yohanes Rionaldo Saputra⁸, Riffa Fisiska Racmat⁹**

^{1,2,3,4,5,6,7,8,9} STMIK Mardira Indonesia

Email: ahmadmakiasrulsani345@gmail.com*

Abstract

The community service team, comprising academics and students from STMIK Mardira Indonesia, executed an initiative focused on educating about cybercrime as a significant threat to young people engaged in digital technology, particularly secondary school pupils. The insufficient comprehension of the modalities and perils of cybercrime, including phishing and deepfakes, renders pupils susceptible to victimization. This Community Service Activity (PKM) seeks to elevate the awareness and understanding of MA BAABUSSALAM students on cybercrime via digital literacy initiatives.

An interactive session was conducted for pupils, featuring demonstrations on digital manipulation techniques and online fraud schemes. The program included a Q&A session and dynamic exchanges to promote a more profound comprehension. The results indicated an enhancement in students' knowledge of potential risks in the digital realm, together with an increased eagerness to identify and evade dubious digital content or activities. In conclusion, this activity effectively promoted students' critical awareness and vigilance concerning cyber dangers, underscoring the significance of digital literacy as a protective measure in the digital age.

Keywords: *Digital Literacy, Cybercrime, Phishing, Deepfake, Student Awareness*

Introduction

Cybercrime represents a growing and palpable threat in the digital age, particularly for the youth who engage with technology in their daily activities. Adolescents, especially secondary school pupils, constitute a susceptible demographic to numerous forms of digital crime, including phishing and deepfakes, owing to a deficiency in practical expertise and awareness of these hazards. Preliminary observations and interactions with educators at MA BAABUSSALAM revealed that although some students possess familiarity with prevalent digital terminology, a significant number are unaware of the mechanisms of cyber attacks, including digital fraud and visual manipulation, as well as the genuine threats they entail.

The designation of MA BAABUSSALAM as the venue for the Community Service Activity (PKM) was predicated on the institutional partnership between STMIK Mardira Indonesia and the school, in addition to its advantageous location for the implementation team. This activity seeks to enhance students' comprehension via an interactive and contextual methodology for digital literacy.

Digital literacy is seen as a highly effective strategy for combating the complexities of cybercrime. Azizan (2025) asserts that inadequate digital literacy is a significant issue, rendering society susceptible to misinformation and online fraud. Moreover, Effendy & Oktiani (2023) demonstrated that while students comprehend concepts such as social engineering, only a minimal fraction actively implements digital security practices, including two-factor authentication and effective password management. Recent research by Rahartomo et al. (2025) indicates that interactive training, including digital seminars and simulations, can enhance phishing awareness by as much as 24% and bolster participants' skills in preventing digital manipulation.

This community service initiative took the shape of a digital lecture that elucidated the definition, techniques, and consequences of phishing and deepfake crimes, subsequently leading to an open conversation to examine the students' digital experiences. This technique provided participants with both theoretical knowledge and essential critical thinking abilities, as well as digital responsiveness.

The primary objective of this initiative is to elevate the awareness and vigilance of MA BAABUSSALAM students concerning cybercrime via a digital literacy framework, specifically emphasizing content manipulation (deepfake) and fraudulent techniques (phishing), enabling them to utilize information technology more judiciously and securely.

Method

The Community Service Activity (PKM) titled "Enhancing MA BAABUSSALAM Students' Awareness of Cybercrime through Digital Literacy" was executed as an educational session in a classroom at MA BAABUSSALAM. Approximately 28 secondary school kids participated as the primary attendees at the event.

The sequence of events lasted almost two hours, commencing with an introduction, followed by statements from the Principal of MA BAABUSSALAM and a supervisory lecturer from STMIK Mardira Indonesia. The comments outlined the significance of cybercrime awareness among students and endorsed this community service activity.

The exercise then transitioned to the main session, during which students delivered the content. The initial subject addressed was phishing, a form of cybercrime that utilizes social engineering to acquire personal information. The presentation employed slide media to elucidate the definition, characteristics, instances of phishing incidents, and strategies for prevention.

Following the presentation of the phishing material, the activity proceeded with an ice-breaking exercise designed to rejuvenate the

environment and sustain student engagement. The ice-breaking activity featured an interactive quiz game focused on digital technologies and internet security. This activity revitalized the classroom atmosphere, enhanced student engagement, and fostered bidirectional communication between presenters and participants.

Following the ice-breaking session, the second content focused on deepfake, a technology that alters visual and audio content to mislead or spoof an individual's identity. This issue was significant to discuss, as numerous students were unaware of the dangers and consequences of misusing this technology in their digital lives.

Following the presentation of both primary subjects, the activity transitioned into a question-and-answer session. In this session, students were encouraged to pose questions, articulate their viewpoints, and share experiences related to their digital activities. Student engagement in this session was notably elevated, reflecting a heightened interest and awareness of the topics addressed.

The committee bestowed minor awards upon students who correctly answered questions or actively participated in the conversation as a token of appreciation. This sought to inspire pupils while fostering a pleasurable educational environment.

The strategies utilized in this activity aimed to provide students with a thorough and engaging comprehension of cybercrime, while also promoting vigilance and prudence in their digital endeavors.

Results and Discussion

The digital literacy session conducted at MA BAABUSSALAM proceeded seamlessly and garnered favorable responses from the students. The discussion sessions and inquiries during the activity clearly indicated that students recognized the necessity of remaining attentive in the digital realm, especially against deceptive content such as deepfakes and digital fraud schemes like phishing.

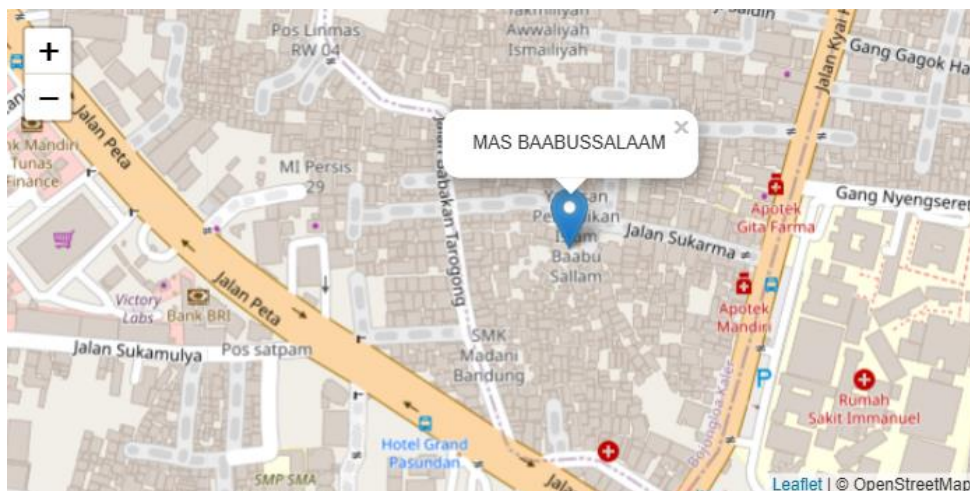


Figure 1. Community Service Location

Numerous pupils who first failed to comprehend their potential vulnerability to cybercrime became enlightened upon being exposed to pertinent real-life examples related to their social media interactions. For example, when it was elucidated how fraudulent communications from accounts impersonating banks or other organizations may compromise personal data, some students acknowledged that they had nearly fallen victim to analogous tactics. This signifies that students' awareness was heightened both intellectually and affectively—they became more introspective regarding their digital activities.

The supervising teacher commended the program, noting that the material was highly pertinent to the pupils' existing needs—the utilization of visual presentation material, such as slides, enhanced comprehension and mitigated monotony. The students' enthusiasm was evident in their substantial engagement throughout the Q&A session and their eagerness to respond to questions in order to win modest prizes from the implementing team.

This action encountered obstacles. A primary challenge was the implementing team's lack of expertise, as this was the inaugural PKM event for all group members. Minor technological issues transpired, specifically

regarding the coordination and timing of material supply. Nonetheless, the passion and collaboration among group members mitigated these deficiencies, allowing the activity to progress as planned. Presented herein are fragments from the event as visual documentation:



Figure 2. The Speaker Delivers The Material

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Figure 3. Ice Breaking



Figure 4. Question and answer session



Figure 5. Group Photo

This project significantly enhanced students' digital awareness and offered the implementing team an excellent experience for ongoing learning and the enhancement of community service quality in the future.

Conclusion

The Community Service Activity (PKM) held at MA BAABUSSALAM on digital literacy successfully provided students with new insights into the importance of vigilance against cybercrime. Through the presentation of materials on phishing and deepfakes, students not only gained conceptual understanding but also reflected on the risks they might face in their daily digital activities. The positive responses from participants, enthusiasm during the Q&A session, and active participation in ice-breaking activities and discussions indicate that this event had a significant impact on raising their awareness. Additionally, this activity served as a valuable experience for the implementing team, representing a direct application of the knowledge learned in college. Although this was the first PKM for all team members, the collaborative spirit and effective communication allowed the event to run smoothly and achieve its goals. This activity will serve as a starting point for enhancing students' digital awareness and encourage the school and other parties to continue developing similar programs to support digital literacy among students.

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