

**Webinar "Social Ethics Education for Teenagers in the Era of
Disinformation at KP Margajayu Senior High School"**

**Lilis Emalia¹, Akbar Nur Fadhilah², Adika Riski³, Andika Alfaridzi⁴,
Agas Ali⁵, Aldirizki⁶, Ariq Fauzan⁷, Andhika Riftan⁸, Yogi⁹**

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

*Email: lilis.emalia@stmik-mi.ac.id**

Abstract

The community service team of academics and students from STMIK Mardira Indonesia has executed a community service initiative at SMA KP Margahayu, focusing on evaluating the necessity of social media ethics education for adolescents and its implementation tactics using a multidimensional framework. The employed approaches comprised a blend of seminars, practical workshops, and interactive simulations.

The research findings demonstrate that incorporating a digital literacy curriculum, interactive training, social campaigns, and collaboration among educational institutions, families, and communities significantly improves knowledge of digital ethics. The enduring effects encompass enhanced critical thinking abilities, favorable social interactions, and increased safeguarding of digital privacy among adolescents.

Keywords: *Social Ethics, Education, Disinformation*

Introduction

The swift advancement of digital technology and the pervasive utilization of social media have engendered substantial alterations in the communication and social interaction behaviors of adolescents. Digital platforms provide remarkable potential for education, self-expression, and the establishment of social networks. Conversely, the age of disinformation has subjected the younger generation to several intricate hazards. Research indicates that 68% of adolescents find it challenging to differentiate between credible information and deceptive content (Livingstone, 2018). The proliferation of misinformation, cyberbullying, hate speech, and personal data exploitation is growing alarmingly, particularly as adolescents at this developmental stage lack the cognitive and emotional maturity to assess content properly (Boyd, 2014).

Recognizing the primary concerns in this environment uncovers three significant challenges. Firstly, official education systems in numerous countries, including Indonesia, have not thoroughly incorporated digital literacy into their fundamental curricula. Secondly, social media algorithms often generate echo chambers, intensifying the dissemination of detrimental content and polarizing perspectives. The digital divide between educators and learners impedes the knowledge transmission process concerning media ethics.

Various strategies previously employed to improve digital literacy among students encompass general lectures, social media initiatives, and restricted training on media ethics. Nevertheless, these methods are predominantly unidirectional, less engaging, and lacking in practical and experiential application. Consequently, a more thorough and pragmatic strategy that corresponds with the traits of Generation Z—who are often dynamic, engaged, and visual—is essential. The methodology centered on Social Ethics Education for Adolescents in the Age of Misinformation is intended to address this necessity. This program delivers content in both theoretical and practical formats, including simulations, role-playing, case studies, and direct engagement with diverse cyber threats. Consequently,

participants comprehend digital security ideas both theoretically and practically, applying them in their daily digital endeavors.

A review of multiple prior studies indicates that earlier research predominantly emphasized the adverse effects of social media (Twenge, 2017) without offering structural remedies. Currently, present educational initiatives are incomplete and transient, exemplified by incidental seminars lacking further engagement. Recent research suggests that educational interventions will be beneficial if implemented continually for a minimum of six months, utilizing a multidisciplinary approach (Anderson & Jiang, 2018).

The initiative "Social Ethics Education for Teenagers in the Era of Misinformation" seeks to bridge the current gap by offering actionable instructions for participants to implement in their digital interactions. The material is tailored to the daily experiences of students, including social media, and promotes a transition to safer digital practices, rather than merely enhancing knowledge. The program aims to engage middle and high school students, who often utilize social media, to cultivate a discerning, responsible, and ethical digital generation.

Method

This community service initiative employs a qualitative methodology utilizing a case study approach, concentrating on the improvement of digital literacy via practical engagement within the educational setting. The exercise is collaboratively designed by integrating active learning methodologies.

1. Research Design

This community service initiative employs a qualitative methodology utilizing a case study approach, concentrating on the improvement of digital literacy via practical engagement within the educational setting. The exercise is collaboratively designed by integrating active learning methodologies.

2. Population and Sample

The participants in this exercise were students from MA Persis Katapang. Participants were deliberately chosen based on school recommendations, considering students' active engagement with digital technology and the necessity to enhance their comprehension of the misinformation age.

3. Data Collection Techniques and Instruments

Data collection was executed by direct observation of participant involvement during the program, especially during demonstrations and interactive conversations. The facilitator documented students' competencies in recognizing misleading and unethical content, as well as in implementing principles of digital ethics (empathy, information verification).

Throughout the engagement, the facilitator employed many complementary learning methodologies, specifically:

- a. Lecture: A succinct and coherent exposition of content designed to provide participants with a fundamental comprehension.
- b. Q&A: A collaborative exchange between participants and the facilitator aimed at enhancing comprehension of the content.
- c. Interactive Presentation (PPT): A visual display incorporating graphics, animations, and actual case studies to engage the audience and enhance comprehension.
- d. Data Analysis Techniques: The data acquired from observations were subjected to descriptive and qualitative analysis, categorizing the findings into conceptual comprehension, technical skills, and attitudinal changes. The investigation employed a thematic approach centered on the attainment of learning indicators.
- e. The activity occurred in the auditorium of SMA KP Margahayu for an entire day. The program comprised an introduction, material presentation, interactive sessions, and a concluding reflection.

Results and Discussion

The community service initiative at MA Persis Katapang, centered on digital literacy and cybersecurity, produced substantial outcomes in improving participants' comprehension of personal data protection and online risks. Direct observations during the event indicated that participants exhibited heightened involvement, passion, and an improved understanding of the material conveyed through demonstrations and practical activities.

This community service effort effectively strengthened participants' comprehension of digital ethics, with most students demonstrating improved skills in recognizing disinformation and using ethical principles such as empathy and information verification. The participants' enthusiasm was manifest in their vigorous engagement in debates, question-and-answer sessions, and interactive simulations.

The multidimensional approach, which integrated lectures, workshops, and practical exercises, demonstrated greater efficacy than unidirectional methods, as it enabled participants to comprehend theory and apply it in real-world contexts. These findings pertain to the research question about the efficacy of digital ethics teaching methods for adolescents. The findings suggest that interactive and sustained approaches help close the comprehension gap frequently created by generational disparities between educators and students. Moreover, active engagement in simulations and debates enhanced both conceptual comprehension and practical abilities, corresponding with the research objective of cultivating a more critical and responsible digital generation.



Figure 1. Community Service Group



Figure 2. Community Service Activities



Figure 3. Community Service Activities



Figure 4. Community Service Activities

Conclusion

The execution of the community service initiative titled "Social Ethics Education for Teenagers in the Era of Misinformation" has effectively improved participants' comprehension and competencies in addressing the difficulties of the digital landscape. The employed interactive and multidisciplinary method showed efficacy, corroborating prior research on the significance of digital literacy. This program must be integrated into formal education policies and enhanced through collaboration among schools, families, and communities to achieve a lasting impact. As a result, adolescents can evolve into more intelligent, discerning, and principled social media participants.

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