



## The Role Strengthening Digital Literacy in Educational Institutions Indonesia to Overcome the Dangers Cyberbullying

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### Abstrak

Tingginya kasus *cyberbullying* yang terjadi dari tahun ke tahun marak dilakukan baik oleh kalangan remaja, dewasa bahkan anak-anak yang dari kesemuanya terlibat untuk menjadi korban bahkan pelaku dari kejahatannya kejahatan yang dilakukan didunia maya ini. Penelitian ini berusaha untuk menggali bagaimana upaya yang seharusnya dilakukan oleh sekolah yang dipandang sebagai wadah untuk mencetak karakter anak yang unggul dan berkeadaban sehingga lebih bijak dan profesional dalam mengoperasikan dan memanfaatkan digital terlebih di era yang serba teknologi ini. Data digali melalui kegiatan observasi, wawancara dan dokumentasi di 3 lembaga pendidikan di Indonesia. Hasil penelitian menunjukkan bahwa cara massif yang dapat dilakukan untuk mengatasi problem utamanya bagi penanggulangan bahaya *cyberbullying* dapat dilakukan dengan peran penguatan lembaga pendidikan yaitu sekolah untuk dapat memberikan pemahaman secara teori dan aksi nyata dalam hal pengoperasian dan pemanfaatan digital di dalam segala lingkup kegiatan sekolah yakni dengan upaya menginterkoneksi seluruh kegiatan akademik dan non akademik sekolah dengan basis digital.

**Kata Kunci:** Literasi Digital; Sekolah; *Cyberbullying*

### Abstract

The high number of *cyberbullying* cases that occur from year to year are rampant among teenagers, adults and even children, all of whom are involved in becoming victims and even perpetrators of cruel crimes committed in cyberspace. This research seeks to explore the efforts that should be made by schools which are seen as a forum for producing superior and civilized children's character so that they are wiser and more professional in operating and using digital, especially in this technological era. Data was collected through observation, interviews and documentation activities at 3 educational institutions in Indonesia. The results of the research show that a massive way that can be done to overcome the main problem of overcoming the dangers of *cyberbullying* can be done by strengthening the role of educational institutions, namely schools, to be able to provide theoretical understanding and real action in terms of operating and using digital in all areas of school activities, namely by making efforts to interconnect all school academic and non-academic activities on a digital basis.

**Keywords:** *Digital Literacy; Schools; Cyberbullying*

## Introduction

The developments in the 4.0 era are proof that human civilization has reached a technological change in life. One of the results of developments in the digital era that is able to change various ways of human life is the Internet (Ariyanti 2019:5). Almost all areas of human life today are inextricably linked to the Internet. This is proven based on the results of the 2021 Susenas Survey data collection research, as many as 212.35 million people in Indonesia's population have accessed the internet in 2021. And at the beginning of 2022, it jumped 1.03% from the previous year, namely around 204.7 million internet users in Indonesia. The high penetration of the Internet in social media for the younger generation certainly worries many parties. How could it not be, unhealthy internet behavior will be used to give hate to each other which will lead to cyberbullying and several other forms of intolerance which are currently widespread and have even claimed many lives. (Afreyeni Nelia 2017:25).

Based on data from KPAI (Indonesian Child Protection Commission) it is noted that in 2021 there will be 2,982 cases of bullying perpetrated by young generation children both in the school environment and in cyberspace. With the classification of approximately 1,138 cases of children who were reported as victims of physical and psychological violence (KPAI 2019). Based on reports via online media, it was also reported that there had been a death case involving a 5th grade elementary school student in Tasikmalaya, who died due to depression after being the victim of bullying by his friends. (Compass 2022). Another case occurred in a high school student in Magetan who ended her life by committing suicide because she felt afraid because an immoral video with her boyfriend was being distributed by her colleagues. Of course, in this case, as the general public we cannot justify the actions of both of them. However,

we also have to realize that the impact of Cyberbullying has a very negative influence on a person's life, both for the victim and the perpetrator, especially in psychological terms. (Compass 2022) From the several cases above and also based on data presented by KPAI regarding the number of cases of cyberbullying, it is concrete evidence that there is still a lack of complete understanding, especially in Indonesia, about how to use technology wisely, so that it does not harm some people, especially among children and teenagers. It is necessary for every individual to be instilled with digital literacy from an early age in order to understand how to behave in a modern world (Ministry of Education and Culture 2017:6).

This writing is important because existing writing does not explain in depth how efforts are being made in educational institutions to overcome the dangers of cyberbullying by wisely using digital literacy. Some of the articles published include School Strategies in Preventing Cyberbullying among Students at SMP Negeri 6 Sidoarjo (Quarterly and Jatningsih 2023), Overcoming Cyber Bullying Behavior in Adolescents Through Optimizing Tricenter Education Activities (Listiyani Laily Rochmawati, Wijayanti, and Putrianti 2020), Efforts to Prevent Cyberbullying Cases for Teenage Social Media Users in Indonesia (Syah and Hermawati 2018), Bullying on Social Media and its Prevention (Sakban et al. 2018). This article does not explain in depth how to strengthen digital literacy to overcome the dangers of cyberbullying, especially in educational institutions. Several studies have shown how efforts should be made by educational institutions to overcome the dangers of cyberbullying, but according to researchers, only basic knowledge regarding the efforts is presented, such as making cyberbullying posters, educating about the dangers of cyberbullying, formulating TIFA (Active and Noble Friends) groups. , and

also strengthening cooperation between parents and schools. This is different from the author's view where educational institutions are seen as the most effective forum for providing insight to students, especially in knowledge related to cyberbullying. Of course there must be other preventive measures that are encouraged, especially in digital literacy activities, such as programs included in extracurricular activities, or non-extracurricular or even in the learning process. So with this, it is hoped that digital literacy will be able to shape students to be more creative in operating on positive things so that their use for negative things, such as various crimes of bullying, can be avoided and minimized properly.

The purpose of this article is to explain three things, namely: First, the form of preventive efforts carried out by educational institutions to overcome the dangers of cyberbullying, whether contained in extracurricular or non-extracurricular programs or even in the learning process. Second, the strengths and weaknesses in implementing these efforts. Third, answering the government's discourse on the need to integrate digital literacy into the potential curriculum. It is hoped that this comprehensive and in-depth explanation can provide a practical contribution in implementing efforts to overcome the dangers of cyberbullying which is currently widespread, especially for educational institutions. and theoretically it can present a new discourse regarding the paradigm of efforts to prevent the dangers of cyberbullying in educational institutions.

This article is based on the belief that preventive efforts in overcoming the dangers of cyberbullying by implementing it in school programs, both extracurricular and non-extracurricular, even in the learning process, can provide real knowledge about using digital properly and wisely, as so far, as the author has seen in several literatures. Scientific studies such as journals and several other studies still focus on theoretical implementation and not real action.

Therefore, this article bases its beliefs on three main arguments. First, school awareness to provide real action in digital operations wisely and wisely through extracurricular and non-extracurricular programs or even in the learning process. Second, real implementation which is carried out and operated repeatedly, will gradually have a positive impact on children regarding the mindset and motivation that digital provides space for creativity and efficiency that can be immediately felt so that thoughts of using digital in criminal acts can be avoided and minimized well. Third, by explaining the weaknesses in implementing digital literacy in several school programs, both extracurricular and non-extracurricular, and even in the learning process, it can provide suggestions and input for schools to think about solutions and other forms of anticipation in overcoming this. This article offers a solution through the development of preventive efforts to prevent the dangers of cyberbullying in educational institutions in an integrated and systemic manner so that the problems that occur can be resolved comprehensively.

## Method

Along with the increase in the phenomenon of cyberbullying from year to year, as the researchers have explained above, the researchers feel that there is a need for in-depth studies to be carried out to provide solutions so as to reduce this problem. By considering that there is a need for massive strengthening of schools as a forum that is seen to be able to change and shape children's character according to the goals they promote. This research focuses on the efforts of educational institutions to overcome the dangerous phenomenon of cyberbullying which is currently often carried out by all groups, especially teenagers, adults and even children. The selected research objects consisted of 3 educational institutions with senior high school levels in parts of Indonesia,

including: MAN 01 Lumajang Regency, MAN 01 Malang City and also SMAN 01 Giri Banyuwangi City.

The reasons for choosing these 3 institutions were based on several things: 1) The 3 schools above are among the favorite schools in their respective regions which have also been involved in implementing digital literacy on several bases in the school environment, making it easier for researchers to see the real world. What impact has the school had on students' understanding regarding the use and operation of digital literacy, especially for avoiding operations related to negative things such as cyberbullying? 2) The large number of students who can compete nationally and even internationally in prestigious competitions on a digital basis, so this is interesting for researchers to study, is related to strengthening efforts made by schools in understanding digital literacy in each educational institution in their region. It is hoped that this writing can be used as a reference and also insight for other educational institutions to serve as development material regarding the implementation of digital literacy in the school environment.

This article was produced from pQualitative research, where data is collected through observation, interviews and document review. Observations are used to see directly how digital literacy is implemented in the school environment, interviews are used to dig up some information related to the form of implementing digital literacy in the school environment and its impact on students' understanding of the use and operation of digital, especially for controlling the dangers of cyberbullying. Meanwhile, document studies were used to explore several studies related to implementing digital literacy in each school, such as looking at policies issued by school principals, archives and so on related to the implementation process.(Sugiyono 2005:28).To obtain validity and validity of the data, data source triangulation techniques and in-depth data

mining were carried out through interviews and observations(Hamid Patilima 2007:32).

## Results and Discussion

Based on the results of interviews and field observations, several schools in Indonesia have been encouraged to make efforts to strengthen digital literacy in several extracurricular activities and also in learning processes that directly involve students as the main subject. Three of the schools in Indonesia have implemented efforts to strengthen digital literacy which are included in academic and non-academic activities, such as MAN 01 Lumajang Regency, MAN 01 Malang City and also SMAN 01 Giri Banyuwangi City. As from the results of interviews and direct observations, the MAN 01 Lumajang Regency educational institution has been able to provide massive efforts regarding strengthening digital literacy to avoid its use in negative directions such as the dangers of cyberbullying. In this case, schools or madrasas really provide a creative, wise and professional forum for using digital in everyday life. For example, accessing madrasah information in general can be accessed via the school website which provides information agendas and online school administration services which can be accessed by all students of the Madrasah Aliyah Negeri Lumajang. Likewise, in the academic learning process, it is not uncommon for some teachers to use electronic devices such as laptops and cellphones as media and tools in the learning process. Researchers can see digital as a media from various learning activities that have utilized sophisticated technology such as Power Point as a media for presentations, and the use of digital as a tool such as the use of cellphones to operate teaching aids based on electronic systems.

Not only that, activities to strengthen digital literacy are also supported by various non-academic or extracurricular activities that utilize digital media in them, such as the PRODISTIC program in collaboration with ITS Surabaya, containing digital learning

collaborations according to students' interests and talents, such as graphic design extracurriculars, multimedia and also robotics which utilize computer application systems as the main media, for example Corel Draw, Photoshop, InksCape, Adibe in Design, Canva, Kine Master and so on, which are part of superior extracurricular programs so that it is mandatory for every SMADARSAH resident to participate. Likewise, there are also extracurricular programs that are not coercive in nature, such as student cooperatives, youth Red Cross, scientific writing, scouts and so on. However, it is not uncommon for all of these extracurricular activities to also use digital as their main media, one of which is the Al-Barokah cooperative extracurricular which has private web access to provide information to students regarding what items are being sold along with price information for each item. Such as food, drinks, uniforms, school supplies and so on. as well as the use of barcodes in every transaction process. which directly includes online daily income data as proof of bookkeeping at the RAT (Annual Member Meeting).

This is also in line with strengthening digital literacy within the educational institution at MAN 01 Malang City and also at the educational institution at SMAN 01 Giri, Banyuwangi City, which is not much different from implementing activities to strengthen digital literacy both in the academic and non-academic areas that have been implemented. at the MAN 01 educational institution Lumajang City as the researcher has described above. The only difference between the three is the term for extra-curricular activities, especially in the field of digital use, such as MICT, a field program information and communication technology with the Information Technology extracurricular at the MAN 01 Malang City institution and also the graphics and journalism school at the SMAN 01 Giri Education institution, Banyuwangi City. All of the three educational institutions above carry the same goal, namely to implement a

real understanding of the involvement between digital as media and students as the main subjects in operating and also utilizing digital media. From the efforts above, this is part of the school's tips for providing guidance and direction on using digital wisely so that it can minimize use that leads to negative things, one of which is to avoid using digital media as a medium for cyberbullying which is currently rampant.

Several advantages can be gained from implementing digital literacy which is interconnected into academic and non-academic activities based on references from the research results: first, it becomes a real forum for involvement between students as subjects who operate or utilize and digital as a medium so as to provide a complete understanding of how to use digital in a positive and wise direction, in this case digital literacy is understood to be no longer limited to theory but to real action. Second, the use of digital which is carried out repeatedly both in operations in the process of academic and non-academic activities will have an impact on students' habit of operating digital in a positive direction so that from this students will be avoided from use that has a negative influence, such as as a forum for Cyberbullying which is currently rampant is carried out by various groups to influence and influence each other. Third, besides the main aim of strengthening digital literacy which is interconnected with academic and non-academic activities, it is part of a real understanding effort, from the various activities carried out, especially extracurricular activities, it is able to produce a generation that is digitally literate by developing the interests they pursue, especially being able to create something that is beneficial for himself and also the surrounding community.

However, it is also necessary to underline the several advantages that the researchers explained above and there are several challenges in implementing digital literacy which is integrated into academic and non-academic activities. Firstly, not all

teachers in Indonesia understand and are fully capable of using digital and its operation, especially for teachers who have reached old age, the stored memory has weakened, making it difficult to fully understand and sometimes even forgetting the knowledge that has been gained in seminar activities. and so forth. secondly, the use of digital which is integrated into real action in both academic and non-academic activities requires infrastructure that supports even a small number of students to have electronics such as cellphones and laptops as learning media. So that efforts to strengthen digital literacy which are packaged towards real implementation can only be applied to educational institutions that are connected to the internet and supporting infrastructure, such as state schools located on the outskirts of the city. Meanwhile, schools that are far from the reach of the hustle and bustle of the city give the impression that the implementation of digital literacy is only limited to theoretical knowledge and has never even been socialized at all. So this has become a PR display for the government and also several local officials to generalize the quality of education, especially in terms of infrastructure, which until now has not been resolved properly, which has consequently hampered the role of several school institutions in producing a superior generation, especially in the digital era, as is currently required. to be digitally literate.

By building a strong foundation in educational institutions related to an understanding of digital literacy that is integrated into school academic and non-academic activities, it will have an impact on changing the mindset and even behavior of students to get used to using and operating digital in a positive direction.(Princess DP 2018). Moreover, the results of school activities such as extracurricular activities in information and communication technology have been carried out in the three schools that the researchers have described above, such as the PRODISTIC program at MAN Lumajang, the IMCT program at MAN 01

Malang City and also the graphics and journalism school program at SMAN 01 Giri Bnayuwangi City, will not only provide a complete and comprehensive understanding regarding the use and operation of digital, even those students who are usually trained and enter the digital field according to their interests and talents will create something that is beneficial for themselves, the school and society.

Based on pThe research results above indicate three things, namely first: Strengthening digital literacy in the school environment must be carried out massively, second. The promotion of digital literacy should be interconnected with academic activities and academic activities, especially within the potential curriculum. Third, provide input regarding the government's discourse on integrating digital literacy into the potential curriculum, so that the negative impact of digital use, such as the danger of cyberbullying, is quickly minimized and resolved properly.

However, it must be recognized that changing student attitudes and behavior requires a habituation method that is carried out continuously and also takes a long time. So, in the opinion of researchers, it is recommended that all schools in Indonesia immediately carry out the process of interconnecting digital literacy into academic and non-academic activities to provide solid anticipation to students regarding the use of digital in a positive direction. Because users who are not properly used for negative things such as cyberbullying behavior will have a very big dangerous impact on the victim. If it is not handled seriously and the surrounding environment responds quickly without understanding the true context of the incident, the victim will also feel ostracized and ridiculed. This condition makes the victim feel that his existence is no longer accepted by society as his closest relatives. So the solution he chose was to end his life by committing suicide. If something like this is not addressed immediately, it will certainly become a habit that is done

repeatedly without caring about the fate of other people. Moreover, viral content, which is currently everyone's dream, has become one of the ways to take various methods even though it is forbidden and even makes other people prey to be scapegoated. (Rianto P 2016).

In this case, the researcher also emphasized that the task of providing understanding to children is not only the school's responsibility, there also needs to be good cooperation between families, especially parents at home, to be able to control and also provide a positive example in digital use. In fact, education will not be realized ideally if one of the three education centers does not run well and does not want to. The roles of parents, society and schools must be able to merge into one by facing the same goal. The results of this research recommend that for all educational institutions in Indonesia, Bersatu padu strengthens understanding of digital literacy through a process of direct involvement between students as the main subject and digital as a medium which can be done by interconnecting all activities, both academic and non-academic.

### Conclusion

A massive way that can be implemented to overcome the main problem of overcoming the dangers of cyberbullying can be done by strengthening the role of educational institutions, namely schools, to be able to provide theoretical understanding and real action in terms of operating and utilizing digital in all areas of school activities, namely by making efforts to interconnect all academic activities. and non-academic schools on a digital basis. Apart from that, it must also be supported by the role of the family as controlling everything that children do at home, so that they can provide a positive example in terms of the use and use of digital for everyday life.

Likewise, the role of the community must provide support and positive value for

several community activities, for example in terms of the use and utilization of digital in joint activities. The results of this research contribute to efforts to develop knowledge about how to handle and minimize negative digital use, such as cyberbullying behavior which is currently widespread among teenagers, adults and even children.

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