



SMART DIGITAL YOUTH: DIGITAL LITERACY AND CYBER LAW AWARENESS TRAINING FOR YOUTH

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Abstrak

Kegiatan pengabdian kepada masyarakat ini bertujuan meningkatkan literasi digital dan kesadaran hukum siber bagi remaja di Desa Mentosari Kabupaten Batang sebagai upaya membentuk warga digital yang cerdas, beretika, dan taat hukum. Metode pelaksanaan kegiatan meliputi analisis kebutuhan, penyusunan materi pelatihan, penyampaian materi melalui sesi kelas dan praktik langsung, diskusi interaktif, simulasi kasus, serta evaluasi melalui tes awal dan tes akhir. Peserta pelatihan terdiri dari remaja usia 13–21 tahun yang aktif menggunakan media sosial dan perangkat digital. Hasil kegiatan menunjukkan adanya peningkatan signifikan dalam pemahaman peserta mengenai literasi digital, keamanan siber, etika bermedia, serta pemahaman dasar hukum Informasi dan Transaksi Elektronik. Peserta mampu mengidentifikasi risiko digital, menerapkan langkah pengamanan akun, serta memahami konsekuensi hukum dari aktivitas digital yang tidak bertanggung jawab. Pelatihan ini juga meningkatkan kesadaran remaja mengenai pentingnya menjadi warga digital yang bertanggung jawab dan ber karakter. kontribusi kegiatan ini berhasil memperkuat kemampuan remaja dalam menggunakan teknologi secara sehat, aman, dan sesuai regulasi, serta memberikan dasar berkelanjutan dan kontribusi aktivitas pada remaja bagi pembentukan lingkungan digital yang positif di Desa Mentosari.

Kata kunci: *Hukum Siber, Keamanan Informasi, Literasi Digital, Remaja, Warga Digital Ber karakter.*

Abstract

This Community Service activity aims to improve digital literacy and cyber law awareness among adolescents in Mentosari Village, Batang Regency, to develop intelligent, ethical, and law-abiding digital citizens. The implementation method for the activity includes needs analysis, preparation of training materials, delivery through classroom sessions, direct practice, interactive discussions, case simulations, and evaluation using pre- and final tests. The training participants consisted of adolescents aged 13–21 who actively use social media and digital devices. The activity results showed a significant increase in participants' understanding of digital literacy, cybersecurity, media ethics, and basic knowledge of the Information and Electronic Transactions Law. Participants were able to identify digital risks, implement account security measures, and understand the legal consequences of irresponsible digital activities. The training also raised adolescents' awareness of the importance of being responsible and character-based digital citizens. Contributing to this activity successfully strengthened adolescents' ability to use technology in a healthy, safe, and responsible manner, and provided a sustainable basis for adolescent activities to contribute to the formation of a positive digital environment in Mentosari Village.

Keywords: Cyber Law, Information Security, Digital Literacy, Youth, Digital Citizens with Character.

INTRODUCTION

The development of digital technology over the past decade has brought significant changes to the way people obtain information, communicate, and build social interactions (Rosliani et al., 2025). In Indonesia, increasingly widespread internet penetration has driven increased use of digital devices by various age groups, including adolescents (Fajri et al., 2023). Data from the Indonesian Internet Service Providers Association (APJII) shows that adolescents are the most active internet user group, particularly for social media, entertainment, and digital communication activities (Khairunnazah et al., 2025). This phenomenon is also evident in Mentosari Village, Batang Regency, where adolescents are the group most intensively utilising digital media for daily activities such as learning, entertainment, and social interaction (Qodariyah et al., 2024).

However, high digital access is not always accompanied by adequate digital literacy skills. This condition leaves adolescents vulnerable to various digital risks, such as the spread of false information, cyberbullying, privacy exploitation, digital bullying, and unwitting cyber law violations (Rini et al., 2023). Digital literacy in the village is still limited to technical skills in using devices, not including critical thinking skills regarding digital information, ethical interactions, and an understanding of the legal consequences of actions in the digital space (Durak et al., 2025). This is in line with literature findings stating that most Indonesian adolescents use social media without adequate knowledge of digital security or the legal risks that may arise (Daud, 2021). This lack of knowledge about the ITE Law, cyber regulations, and the importance of maintaining a digital footprint makes adolescents vulnerable to mistakes such as uploading content that harms others, spreading hoaxes, or committing acts that can be categorised as minor cybercrimes without their awareness (Abdullah et al., 2024). Therefore, digital literacy training and cyber law awareness are urgently needed to shape adolescents' character as responsible digital citizens.

The solution offered is comprehensive, integrative, and applicable digital literacy and cyber law awareness training (Subasi, 2023). This training includes providing digital literacy concepts, understanding disinformation, information verification techniques, media ethics, digital security, privacy management, personal data protection, and an introduction to applicable cyber laws in Indonesia (Noval, 2024). This training is designed to be interactive, using case-based presentations, simulations, group discussions, and digital account security practices (Prayogi, 2019). This approach aligns with the principles of digital education, which emphasise hands-on, experiential learning to improve critical thinking skills and digital awareness (Khanal, 2021). Furthermore, the training aims to strengthen adolescents' character, helping them become responsible

digital citizens who respect others and uphold ethics and legality in all their online activities.

Based on a critical review of other community service articles that raised the theme of digital literacy in adolescents, the majority of previous authors still placed digital literacy limited to improving technical skills in the use of digital media, social media ethics, and preventing hoaxes and cyberbullying (Alfan et al., 2022), with a one-way socialization and evaluation approach that focuses on improving cognitive knowledge solely (Livingstone & Mascheroni, 2023). Meanwhile, the study of service that explicitly integrates digital literacy with cyber law awareness is still very limited, and even tends to be fragmented, where legal aspects are only mentioned normatively without being associated with the context of adolescents as active subjects in the digital space (Tanjung et al., 2024). In addition, previous research has not comprehensively emphasized the formation of a critical and preventive mindset of adolescents in understanding the legal consequences of digital activities, such as digital footprints, privacy violations, data misuse, and cybercrime, and has not utilized participatory and contextual training models that encourage the internalization of digital legal values in a sustainable manner (Hidayah et al., 2025). Therefore, the novelty of this service article lies in the integrative approach between digital literacy and cyber legal awareness through smart digital youth training that is designed in an applicative, reflective, and real-case manner, so as to not only improve digital skills, but also form a smart, law-aware, and responsible young generation in the digital ecosystem.

The purpose of this activity is to increase knowledge of digital risks, account security, and personal data protection. Overall, this introduction emphasises that digital literacy and cyber legal awareness training for youth are strategic and urgent steps to address the challenges of technological development and current digital risks. This educational intervention through community services is expected to build a strong foundation of digital understanding and skills and to strengthen an ethical, law-abiding digital culture in Mentosari Village, Batang Regency.

METHODS

The implementation of the Digital Literacy and Cyber Legal Awareness Training for Youth, Towards Developing Digital Citizens with Character, in Mentosari Village, Batang Regency, requires structured, measurable materials, tools, and methods. This training was held at the Mentosari Village Hall on Sunday, November 16, 2025, with 40 participants. The materials used in this activity include digital literacy modules, cyber law materials, case analysis sheets, digital tools, and evaluation instruments. The digital literacy modules provide a basic understanding of the digital environment, information, security, ethics, and digital footprints. Providing these modules is a primary requirement because digital



literacy must be taught systematically and aligned with participants' ability levels (Dumayanti, 2024). The cyber law material is presented concisely to facilitate comprehension for youth, as legal literacy must be accessible and unambiguous (Citranu et al., 2022). Furthermore, case analysis sheets are prepared to help participants understand real-world digital situations through a case-based learning approach (Iriantika, Sigit Dwi Laksana, Ayok Ariyanto, 2024).

Digital devices such as laptops, projectors, and internet connections were used as the primary means of delivering materials and supporting practical activities. Audiovisual materials, such as educational videos and infographics, were selected to help participants understand digital literacy concepts visually and in context. Additionally, brief guides on account privacy settings, secure password practices, and basic digital risk mitigation steps were provided as guided practice materials. Pre- and post-tests were used to measure changes in participants' understanding levels before and after the activity. The use of this quantitative evaluation is crucial to ensure the measurable effectiveness of the digital literacy program (Rahmawati et al., 2025).

The implementation method is designed in five main, interconnected stages: basic digital literacy education, cyber law presentation, digital case analysis practice, online risk mitigation assistance, and evaluation. These stages are systematically structured to ensure the learning process progresses gradually, from conceptual understanding to practical application. In the basic digital literacy education stage, facilitators deliver core material on digital literacy concepts, information verification, personal data security, and media ethics through interactive lectures and short discussions. This stage serves as the initial foundation for developing participants' understanding of the digital space (Nurvianti et al., 2025).

The cyber law presentation phase involves briefly explaining regulations related to digital media use, including the ITE Law and personal data protection. The material is delivered using a contextual approach with common case examples to help participants understand the relationship between digital behavior and legal consequences (Ningsih et al., 2025). This phase does not emphasise in-depth legal theory; rather, it aims to foster legal awareness among users of digital spaces.

The next stage is a digital case analysis practice conducted through closed-group discussions. Participants are guided to briefly identify problems and risks in the provided case, without lengthy discussion. This method is used to train participants' critical thinking skills in interpreting digital situations (Sani et al., 2025). Furthermore, online risk mitigation assistance is provided through short demonstrations and guided practice on account security measures and initial responses to digital threats. The assistance focuses on basic skills that participants can immediately apply (Kuncoro et al., 2022).

The final stage is an evaluation conducted via a post-test and a brief reflection to assess the activity's overall effectiveness. Evaluation serves as a basis for program improvement and the development of similar activities in the future (Muttaqin et al., 2025). To clarify the implementation process, the methods section includes a community service activity flowchart that visualises the implementation stages from start to finish, ensuring the method is easy to understand and does not overlap with the results and discussion sections. The steps of this community service activity are explained in Figure 1.

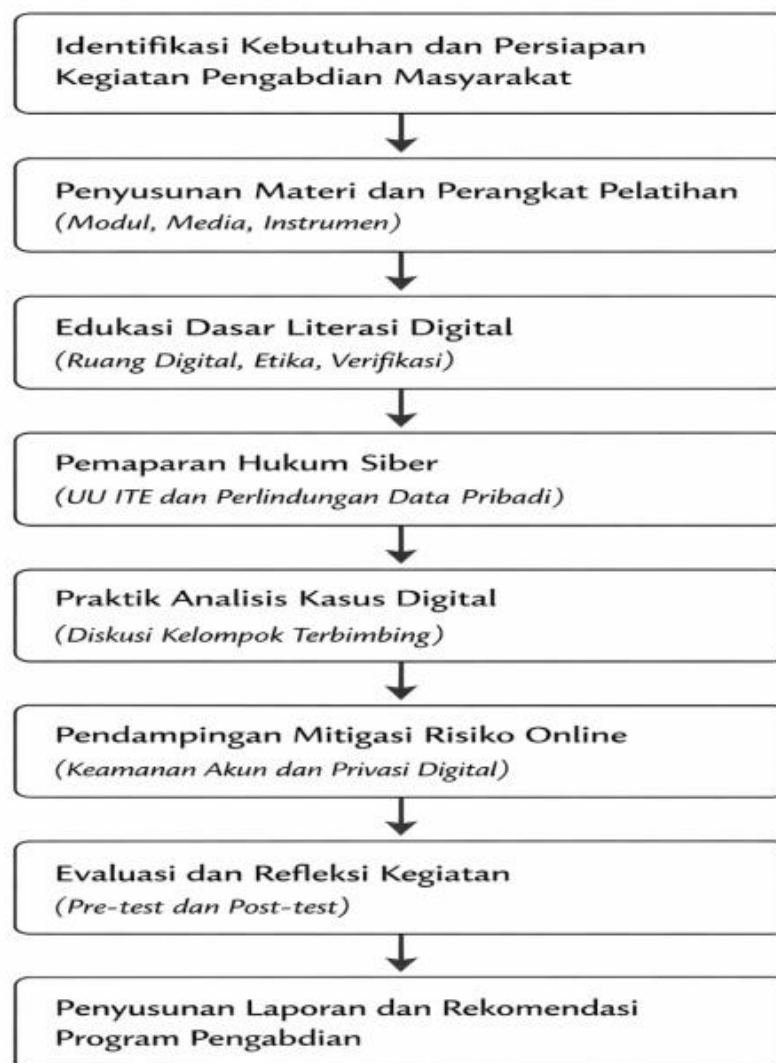


Figure 1. Step of Community Service

RESULT AND DISCUSSIONS

Results

The initial stage of the service activity began with field observation and in-depth interviews with village officials and youth in Mentosari Village, Batang



Regency. Observations were carried out to understand the patterns of use of digital technology in the daily lives of youth, both for communication, entertainment, and economic activities. The results of the observations show that most youth are used to using social media, instant messaging apps, and content-sharing platforms, but do not have adequate awareness of digital ethics and the legal implications of these activities. One of the young men said,

"We use social media almost every day, but to be honest, we never knew that certain comments or uploads could be dealt with by the law."

This finding is strengthened by the statement of the village apparatus which states that there has never been a special educational program related to digital literacy and cyber law for village youth, so that digital activities have been carried out without directed assistance.

Based on the results of observations and interviews, the service team compiled training materials that were tailored to the real needs of the assisted partners. The material not only focuses on the introduction of the concept of digital literacy, but also on a practical understanding of personal data security, media ethics, and cyber law regulations relevant to the lives of adolescents. The training modules are designed using simple language, local case examples, and easy-to-understand illustrations. One of the village officials emphasized the importance of a contextual approach by stating,

"If the material is too theoretical, children usually find it difficult to catch. It's better if it's directly linked to the events they've experienced."

Therefore, the service team also prepared evaluation instruments, discussion sheets, and guidelines for digital risk mitigation practices that could be directly applied by participants.

The implementation of basic digital literacy education is focused on understanding the digital space, the ethics of interacting on social media, and the ability to verify information. In this session, participants were invited to reflect on their habits in sharing information and commenting on social media. The results of the discussion showed that most of the participants were not used to checking the correctness of information before sharing it. The implementation of digital education is explained in Figure 2.



Figure 2. Implementation of Digital Education

One participant revealed,

"Usually if there is viral news, I just share it without checking first, because many friends also share it."

After participating in the educational session, participants began to realize the importance of critical thinking in consuming digital information. This is reflected in the statements of other participants who stated,

"Now I am more careful, especially if the information is sensitive or the source is not clear."

The cyber law presentation stage is an important part of this service activity because most of the participants have never received education about the ITE Law and personal data protection. The material was delivered through a dialogical approach with examples of cases that often occur in the adolescent environment, such as hate speech, defamation, and misuse of social media accounts. The stage of cyber law exposure is explained in Figure 3.



Figure 3. Stages of Cyber Law Exposure



In this session, many participants admitted that they just understood that digital activities have legal consequences. One of the participants said,

"I just found out that joking in comments can be considered defamation if the person concerned feels harmed."

This understanding shows a change in participants' perspective on digital activities that were previously considered free without limits. The understanding of the perspective and enthusiasm of the participants is explained in Figure 4.



Figure 4. Enthusiastic Trainees

In addition to improving knowledge and skills, this training also had a positive impact on changing digital media behaviour. Teenagers became more reflective about the long-term effects of their digital activities. For example, many participants realised that emotional posts or personal conflicts can leave a detrimental digital footprint later in life. After the training, participants demonstrated more mature digital behaviour, such as refraining from responding to negative comments, reconsidering before sharing information, and declining friend requests from unknown accounts. This attitude aligns with the concept of digital citizenship, which prioritises character, ethics, and responsibility in technology use.

Other results showed that adolescents in Mentosari Village previously had a high dependence on social media, particularly for entertainment and daily communication, but lacked strong evaluative skills. After the training, participants demonstrated improved ability to assess the veracity of information, distinguish fact from opinion, and understand algorithmic manipulation. Eighty-eight per cent of participants stated they no longer readily trusted information based solely on content popularity or the number of likes and shares.

The training also provided a platform for participants to share personal experiences related to digital use, particularly negative experiences such as cyberbullying or digital extortion. Some participants reported that they had previously chosen to remain silent because they were unaware of the procedures

for reporting to authorities or did not understand that such actions constituted cybercrime. After the training, participants reported feeling more confident in reporting to relevant authorities or trusted adults. This demonstrates that strengthening digital literacy needs to go hand in hand with strengthening legal literacy so that adolescents can act appropriately and courageously when facing digital threats. .

Overall, the training results showed that this activity successfully improved three main dimensions of adolescents' digital competence, namely: (1) technical literacy related to the use of security devices and features, (2) informational literacy in understanding, evaluating, and selecting information, and (3) ethical and legal literacy in attitudes and actions in the digital space. These three aspects are important foundations for developing digitally competent citizens with character who are not only technically competent but also possess legal awareness, ethical attitudes, and social responsibility. This aligns with the view that successful digital citizenship formation must encompass skills, values, and behavior. The last activity was closed with a photo with the participants as described in the Figure 5.



Figure 5. Training Closing Activities

During the digital case analysis practical phase, participants were given real-life case studies on cyberbullying, personal data theft, and the spread of misinformation, which frequently occur among adolescents. Participants demonstrated strong enthusiasm for identifying problems, identifying affected parties, and formulating preventive measures. This activity was dynamic, as participants could relate the training cases to their daily experiences. More than 60% of participants reported witnessing or experiencing some form of digital crime on social media, but were unsure what action to take. After the training, 95% of participants expressed confidence in their ability to act more wisely and understand reporting procedures when addressing cybercrime. These results

demonstrate that case-analysis-based empowerment is highly effective in improving adolescents' critical thinking skills in a digital context.

The evaluation of activities was carried out through joint reflection involving participants and village partners. Participants said that this activity provided a new understanding and was relevant to their daily lives. One of the participants stated,

"This training opened our insight that the digital world is not only about entertainment, but also responsibility."

The village apparatus also assessed that this activity had a positive impact on the mindset of youth in using digital technology. This reflection shows that the goal of devotion is not only achieved in the aspect of knowledge, but also in the change in attitudes and legal awareness.

Participants find the material easier to understand when examples are relevant to their lives, including the types of digital crimes they encounter on the social media platforms they use. Furthermore, group discussions and case simulations have been shown to increase participation, particularly because adolescents learn more effectively through collaborative, hands-on experiences. This training also has important implications for the sustainability of the digital literacy program in Mentosari Village. Long-term support from the village, schools, and community organizations is needed to build a healthy and safe digital culture among adolescents. Many participants noted that such training is rarely provided, even as digital threats increase annually. Therefore, follow-up activities such as digital security workshops, media literacy classes, and consultative mentoring are essential to sustain adolescents' continued development of digital knowledge and skills. This aligns with the literature emphasizing that digital literacy is a continuous learning process that must be carried out systematically and not end with a single intervention.

Thus, the training results demonstrate that this activity is effective and relevant for addressing youth needs as they navigate the increasingly complex dynamics of the digital world. The increased knowledge, attitudes, and positive behaviors demonstrated by participants indicate that the training has successfully met the program's objectives, namely developing digital citizens who are intelligent, legally aware, and have character. The structured, participatory, and contextual training approach is a key factor in the program's success and demonstrates that this model can be replicated in other villages to increase young people's digital resilience.

Discussion

The implementation of digital literacy and cyber legal awareness training for youth as an effort to develop character-based digital citizens in Mentosari Village, Batang Regency, yielded several important findings: youth digital literacy

is at a basic level and requires systematic strengthening. Prior to the training, youth in Mentosari Village primarily used digital media for entertainment and daily communication, with limited understanding of personal data security, media ethics, and the legal consequences of their digital behavior. This finding is supported by the literature that legal literacy plays a crucial role in increasing adolescents' empowerment in facing digital risks (Ananta et al., 2024). This finding aligns with national research indicating that young people in rural areas still face significant challenges in advanced digital literacy (Muttaqin et al., 2025).

The training activities were implemented through four core stages, namely: (1) basic digital literacy education, (2) presentation of cyber law, (3) digital case analysis practice, and (4) online risk mitigation assistance. In the basic digital literacy education stage, participants gained an understanding of how the internet works, safe use of digital platforms, digital footprints, and techniques for protecting their digital identities. This is relevant to research suggesting that the development of digital literacy is closely linked to increased evaluative skills and critical scepticism among young users (Wanda, 2023). This finding is in line with the experience-based digital literacy education model, which has been proven to increase young users' awareness of digital risks and opportunities (Wijaksono, 2023).

The second phase, on cyber legal awareness, was the most impactful because most teenagers had never received a formal explanation of the laws and regulations governing digital activities. This situation supports the theory that strengthening cyber legal education for teenagers directly improves their ability to recognize and avoid unlawful actions in the digital world (Isnawan, 2025). Experiential digital learning has a greater impact on developing critical thinking and safe digital behavior (Nasution et al., 2025).

CONCLUSION AND SUGGESTIONS

Digital literacy and cyber law awareness training for youth in Mentosari Village, Batang Regency, has been shown to increase youth capacity to become smart, ethical, and law-aware digital citizens. Through an educational and participatory approach that combined digital literacy, cyber law, case analysis, and online risk mitigation, participants experienced a significant increase in knowledge, skills, and responsible attitudes toward using digital media. This activity not only strengthens technical and informational understanding but also fosters ethical awareness and an understanding of the legal consequences of digital activities, thereby contributing to the development of adaptive and competitive youth character traits in the village-level digital ecosystem.

To increase the impact and sustainability of future community service activities, digital literacy and cyberlaw awareness programs should be implemented sustainably, with updated materials aligned with technological



developments and the evolving digital risks adolescents face. Activities can be expanded to include advanced digital security practices, digital identity management, and real-life case simulations to strengthen youth resilience to cyber threats. In addition, stronger synergy with schools, families, village governments, and youth communities is needed to ensure that the integration of digital education is systematically part of youth activities, so that the formation of digital citizens with character is not temporary but sustainable and has a long-term impact.

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