

ANALYSIS OF OVERCOMING CYBERBULLYING THROUGH DIGITAL LITERACY EDUCATION

Muhlasin Amrullah¹,Mahardika DK Wardana²,Khizanatul Hikmah³,Novita Nur Cahyanti ³, Salsabila Fatikha

A.4

Muhlasin1@umsida.ac.id ,mahardikadarmawan@umsida.ac.id,khizanah.hikmah@umsida.ac.id,198620600065@umsida.ac.id,198620600076@umsida.ac.id^{1,2,3,4} Muhammadiyah University of Sidoarjo; Indonesia

ARTICLE INFO

Keywords:

Technology Education, Cyberbullying, Digital Literacy

ABSTRACT

Understanding the use of technology is important, especially for the majority of children who are teenagers. Cyberbullying often becomes a scourge in itself when there is a lack of digital literacy education. This research aims to see the impact of strengthening and strengthening children's knowledge about the dangers of Cyberbullying as well as familiarizing the children with the importance of digital literacy in the Sidoarjo Orphanage. Descriptive qualitative research method with counseling stages regarding Cyberbullying, and digital literacy education which consists of collecting data through tests which will be carried out using perception questionnaires, and a pretest posttest at the end of the activity. In the research, the results showed that understanding cyberbullying and digital literacy education can improve the perception of children in orphanages regarding several events that will often be encountered in the environment. This is proven by the increase in children's knowledge regarding the impact of cyberbullying and digital literacy, which increased by 80 percent from a total of 14 children in orphanages through a perception test questionnaire.

Corresponding Author:

First name Last name

Affiliation 1; country e-mail@e-mail.com

INTRODUCTION

Education is a conscious effort to build human insight and knowledge, whether through formal, non-formal or informal education. Of the three types of education, there are characteristics of informal education in Indonesia, including informal education through the Muhammadiyah Aisyiyah orphanage and Muhammadiyah boarding schools as branding for Islamic boarding schools owned by Muhammadiyah. The orphanage environment that accommodates different levels of students is usually many children or study participants in the Yatim Aisyiyah orphanage at various levels of school. The majority of residents are teenagers who are used to technological advances that coexist with the unstable nature of teenagers(Solikhah, Ruliyandari, and Marwati 2023). Where teenagers are usually the biggest victims of technology crimes that are often found on social networks(Sapada and Arsyam 2020). Various gaps regarding technological knowledge can easily be encountered, especially when children become teenagers

who see everything from one side and are reluctant to study information that is not necessarily valid.(Hasan et al. 2022).

The Aisyiyah orphanage has a learning program to create a good environmental climate for children apart from going to school, namely the diniyah program. The diniyah program is a learning program that teaches Islamic values. Islamic values are contained in the lessons of Fiqh, Akidah, Morals, history of Islamic culture, hadith, Arabic language, worship practices, and other lessons that are not taught at school. The diniyah program has an important role in teaching deeper Islamic values, such as fiqh which studies sharia laws in the practice of worship, morality which teaches about good speech and behavior in life, as well as several other lessons which also very useful for every individual(Safitri and Rahmawati 2023). In developing the Orphanage, the community also participates in supporting social service activities. The community's supporting capacity in the Aisyiyah Orphanage environment is in the form of positive treatment when there is a village activity.

Diniyah learning programs need to be balanced with learning about general knowledge. The results of observations show that learning general knowledge related to technology at the Aisyiyah orphanage is considered inadequate. So it is necessary to learn technology-based general knowledge. Because in the era of globalization, non-general knowledge is no less important. In the digital era, when there is information that is not yet known, it can be said that the digital insight that we have is lagging behind(Fauzi and Nikmatullah 2016). The flow of globalization is moving very quickly, bringing influence in the field of technology. However, along with the development of technology, the phenomenon of Cyberbullying has become something that requires attention, especially for children. Cyberbullying or what is commonly referred to as cyberbullying is an action that is carried out repeatedly with the aim of frightening, angering, insulting and humiliating other people as targets using various digital media such as online game platforms, chat platforms, and so on.(Maya 2015).

Based on these problems, the aim of this research aims to see the impact of overcoming cyberbullying through digital literacy education which is expected to be able to help children adapt in the digital era. Digital literacy plays an important role in protecting oneself in the digital era, especially in preventing cyberbullying(Shidiq and Raharjo 2018). Digital Literacy is an individual's awareness, attitude, and ability to use digital tools and facilities appropriately to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, build new knowledge, create media expressions, and communicate with others. , in the context of specific life situations, to enable constructive social action, and reflect on a series of processes(Restianty 2018). The benefits of digital literacy learning not only emphasize children's ability to use technology and process information, but also make orphanage children wiser in using and accessing technology.

RESEARCH METHODS

Descriptive qualitative research method with counseling stages regarding Cyberbullying, and digital literacy education which consists of collecting data through tests that will be carried out using perception questionnaires, and pretest posttest at the end of the activity, research implementation is divided into planning, implementation and evaluation:

1. Planning

At this stage, what is done is to develop a program concept that will be applied to the activity. After the program concept is mature, validation of the instruments used is carried out.

2. Implementation

Implementation of activities includes several activities, which are explained in the following steps:

- a. Identifying children's environmental conditions. The research team will screen environmental conditions by carrying out several activities, including environmental observations and interviews with the orphanage. Through observation and interview activities, children's environmental conditions can be identified which will be used as a basis for education to prevent Cyberbullying with digital literacy as self-fortification in the digital era. This activity involves students as facilitators who

will provide education on how important digital literacy is to prevent cyberbullying which often occurs in children's environments, especially at the digital era elementary school level.

- b. Counseling on the impact of Cyberbullying Counseling was carried out for children at the Aisyiyah orphanage in the form of an introduction to Cyberbullying, as well as the impacts that Cyberbullying will cause. Counseling was carried out through open classes at the Aisyiyah orphanage which was delivered by students as presenters. Apart from providing counseling, students also provide training through Cyberbullying education.
- c. Implementation of Digital Literacy as a support for previous education on the introduction of Cyberbullying. Students apply digital literacy-based learning which will be used to minimize the negative impacts of the internet and to ward off cyberbullying.

3. Evaluation of activities

Evaluation of activities was carried out twice. The first evaluation was carried out right after the anti-Cyberbullying educational activities were carried out to measure children's knowledge about the impact that Cyberbullying produces. The second evaluation was carried out two weeks after the activity, where students carried out Digital Literacy learning activities, this education will later be used as provisions for children in the digital era. The evaluation process takes the form of learning assistance by a team of students for children at the Aisyiyah orphanage. Community service planning by uncovering problems that occur through observations and interviews with the orphanage. Methods used in community service activities include counseling on the impact of Cyberbullying, and implementing Digital Literacy. The following is the perception test questionnaire used in the activity:

Table 1. Perception Questionnaire on Cyberbullying

No.	Perceptions of Cyberbullying	Agree	Don't agree
1.	Sending harsh words to friends		
2.	Spreading friends rights		
3.	Satire on social media		
4.	Acts of favoritism on social media		
5.	Threats via social media		
6.	Don't pay attention to bad comments		
7.	Avoid insulting other people		
8.	Maintain other people's privacy		
9.	Praise your friends on social media		
10	Be honest and don't overdo it on social media		

(Source: Anggun Retno, 2019)

Table 2. Perception Questionnaire on Digital Literacy

No.	Perceptions of Digital Literacy	Agree	Don't agree
1.	Follow the counseling well		
2.	Can use social media well		
3.	Create assignments with the help of technology		
4.	Create assignments with book sources		
5.	Increase insight with social media		
6.	Enjoy reading books		
7.	Can position yourself on social media		

8.	Choose books over gadgets		
9.	Has been active on social media		
10	Make good use of social media		

(Source: Tasya NL, 2022)

RESULTS AND DISCUSSION

After understanding cyberbullying and strengthening digital literacy for children at the Orphanage Aisyiyah Sidoarjo orphanage in 2023 on Jalan Hasanudin Utara, Gang Madrasah No. 73, Sidowayah, Celep, Sidoarjo, it was divided into two. Namely by analyzing cyberbullying acts and experiences while using digital media. In the initial assessment, students tested the knowledge of all children in the orphanage using a questionnaire regarding perceptions of cyberbullying and digital literacy. In the analysis, several results were found that showed that some of the children had committed acts of cyberbullying before the counseling was given.



Figure 1. Counseling and Education

Hypothesis Test Analysis

Table 3. Hypothesis Testing

Paired Sample T-Test

Stage 1	Stage 2	Statis tics	df	t	Sig.(2- Tailed)
Cyberbullying Pretest	Posttest Cyberbullying	5.500 2.502 63	19	9,828	0,000
Digital Literacy Pretest	Digital Literacy Posttest	5.650 3.773 52	19	6,696	0,000

Based on the hypothesis test above, there are two hypotheses, including 1) The hypothesis which presents an increase between the pretest and posttest in children's perceptions of Cyberbullying after the counseling was accepted ($t= 9.828$; $\text{sig} = 0.000 < 0.05$). 2) The hypothesis which presents an increase between pretest and posttest in children's Digital Literacy perceptions after learning knowledge is accepted ($t = 6.696$; $\text{sig} = 0.000 < 0.05$).

Check Assumptions

Table 4. Check Assumptions

Test of Normality (Shapiro - Wilk)

	Statistic	Sig.
Cyberbullying Pretest	0.938	0.532
Posttest Cyberbullying	0.953	0.709
Digital Literacy Pretest	0.878	0.124
Digital Literacy Posttest	0.954	0.717

Notes. There is an increase in the value of the Statistics and Significance results.

The need for Cyberbullying counseling and education regarding digital literacy to reduce the negative impact of using technology that appears among children and teenagers includes: 1) Weak self-control in children regarding obsession with looking at other people's lives, 2) Lack of knowledge of criminal and social law, 3) Lazy looking for information from various valid sources.

The various causes above were found in several children and teenagers at the Sidoarjo Aisyiyah Orphanage, this is in line with the activities carried out by Umsida students through various strategies such as, counseling by presenting sketches of the negative impacts caused by Cyberbullying, education regarding the use of digital technology. The good and bad impacts of technology if misused. Cyberbullying is a crime that targets children and teenagers who are starting to get to know technology (Wijayanti et al. 2020). Therefore, what can be done to prevent this is by learning about digital literacy which can gradually prevent children's character and psychological development towards technology. (Wati and Sari 2021). In the final stage, a knowledge test is carried out in the form of a group assignment to make a poster about Cyberbullying and the benefits of digital literacy, after which each group will be given appreciation in the form of a prize to increase their enthusiasm for learning.

Table 5. Pretest and Posttest Results

Descriptives				
	N	Mean	elementary school	S.E
Cyberbullying Pretest	14	4,6000	1.64655	0.52068
Posttest Cyberbullying	14	9,4000	1.57762	0.49889
Digital Literacy Pretest	14	3,3000	1.49443	0.47258
Digital Literacy Posttest	14	11,0000	1.69967	0.53748

An illustration of the increase in results from counseling on the impact of Cyberbullying and education regarding Digital Literacy is presented in the graph.

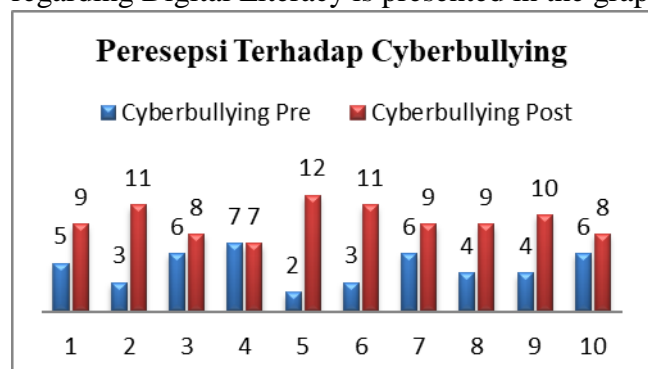


Figure 2. Pretest and Posttest Perception Graph

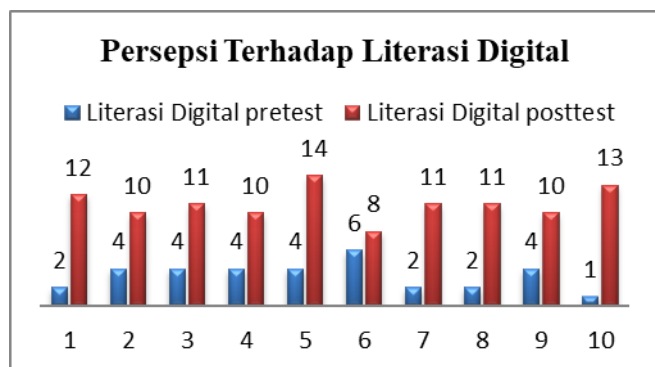


Figure 3. Pretest and Posttest Perception Graph

From research data on Cyberbullying itself, understanding digital literacy can change children's perceptions regarding the bad act of indulging in other people's bad things is a disgraceful act, stable emotional control after gaining knowledge about the impacts that occur when cyberbullying is carried out on social media, and the benefits obtained after being treated. Implementing digital literacy education will increase children's insight into the importance of looking for accurate sources of information and not looking at an event from one direction. All the things that can be obtained will control the child's character when they become teenagers so that they do not commit digital crimes.



Figure 4. Poster Making Activities



Figure 5. Giving Appreciation to Study Groups

increasing children's enthusiasm for learning and children's level of awareness of the impacts that will arise due to Cyberbullying and their lack of intelligence in finding information which can have fatal consequences. Based on the test table carried out after giving the Pretest and Posttest questionnaires on perceptions of Cyberbullying and Digital Literacy, we found changes in children's awareness of a condition contained in the questionnaire. Of the 14 children, it was found that the process of increasing awareness of Cyberbullying crimes was 80 percent. Extension activities and understanding of digital

literacy can be applied in other non-formal education with an approach that is appropriate to the characteristics of the child and the environment.

CONCLUSION

Education on understanding digital literacy can overcome children's perceptions and knowledge of the rampant crime of Cyberbullying which often occurs after they reach adolescence, as well as the importance of education about Digital Literacy which can prevent character gaps in children in the orphanage environment.

REFERENCES

- Fauzi, Anis, and Cecep Nikmatullah. 2016. "Implementation of Early Madrasah Education in Serang City." *Journal of Education and Culture* 1(2):157–78. doi: 10.24832/jpnk.v1i2.763.
- Hasan, Muhamad, Jordy Lasmana Putra, Mugi Raharjo, and Hani Harafani. 2022. "Digital Literacy Training in Using Social Media at the At-Taubah Mosque Islamic Youth Association." *Nusa Mandiri Journal of Community Service* 4(2):92–96.
- Maya, Nur. 2015. "The Phenomenon of Cyberbullying Among Students." *JISIP: Journal of Social and Political Sciences* 4(3):undefined-450.
- Restianty, Ajani. 2018. "Digital Literacy, A New Challenge in Media Literacy." *Public Relations* 1(1):72–87. doi: 10.17509/ghm.v1i1.28380.
- Safitri, Teti Anggita, and Fitri Maulidah Rahmawati. 2023. "Swot Analysis of the Yogyakarta Aisyiyah Putri Orphanage." 4(2):1590–95.
- Sapada, Andi Ombong, and Muhammad Arsyam. 2020. "Science and Technology According to Islamic Views." *Journal of Education and Science* 2(1):2–3.
- Shidiq, Alima Fikri, and Santoso Tri Raharjo. 2018. "The Role of Character Education in Adolescence as a Prevention of Juvenile Delinquency." *Proceedings of Research and Community Service* 5(2):176. doi: 10.24198/jppm.v5i2.18369.
- Solikhah, Solikhah, Rochana Ruliyandari, and Tri Ani Marwati. 2023. "Juvenile Delinquency Education at the Prambanan Muhammadiyah Orphanage, Yogyakarta." *APMa Journal of Community Service* 3(1):13–21. doi: 10.47575/apma.v3i1.359.
- Wati, Embun Fajar, and Anggi Puspita Sari. 2021. "Digital Literacy Education on Child Development at Al Ihsan TPA." *SENADA: National Spirit in Service* 2(1):38–46.
- Wijayanti, Astuti, Laily Rochmawati Listiyani, Flora Grace Putrianti, Rini Nurhayati, and Nashiruddin Achmad. 2020. "Technology Literacy Training Based on Ki Hajar Dewantara's Teachings to Prevent Cyberbullying." *JPM (Journal of Community Empowerment)* 5(2):507–14. doi: 10.21067/jpm.v5i2.4681.

