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**Socialization of Law Number 1 of 2024 concerning Information and Electronics to  
Improve Digital Literacy and Social Media Ethics for Students of SMK Triguna Jakarta**

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Article	Abstract
<p><i>Received: Des 02, 2025;</i> <i>Reviewed: Jan 07, 2026;</i> <i>Accepted: Feb 09, 2026;</i> <i>Published: Feb 26, 2026</i></p>	<p>The rapid development of information and communication technology has changed the pattern of community interaction, including among students. Social media is the main space for students to acquire, share, and shape public opinion. The focus of this activity is the socialization of Law Number 1 of 2024 concerning Information and Electronic Transactions as the legal basis that regulates the use of information technology and social media in Indonesia. Through this socialization, students are expected to understand the rights, obligations, and legal consequences of the digital activities they carry out. The method of implementing this activity is carried out through a participatory approach, in the form of legal counseling, interactive discussions, and case studies. The students are actively involved in the learning process in order to understand and internalize the material presented. The socialization material includes the introduction of provisions in the law, social media ethics, how to recognize and counteract hoaxes, and the importance of maintaining the security of personal data. The results of this activity show an increase in students' understanding of digital literacy and legal awareness in social media. Students become more sensitive to the impact of each digital activity, both socially and legally. This socialization not only provides knowledge, but also builds collective awareness to create a safe, polite, and productive digital space.</p> <p><b>Keywords:</b> Digital Literacy; Social Media Ethics; Law Number 1 of 2024 concerning Information and Electronic Transactions</p>

## A. INTRODUCTION

The development of information and communication technology has had a major impact on various aspects of life, including the field of education. Digital transformation not only facilitates access to information, but also changes the patterns of social and cultural interaction

in society. Students, especially vocational high school students, are one of the groups that are very active in using digital technology in their daily lives. This shows the importance of digital literacy as a basic 21st century skill that every individual needs to possess (Prensky, 2001). Digital literacy not only includes the ability to operate technological devices, but also involves the ability to think critically in receiving, processing, and disseminating information responsibly. This ability is important to distinguish between true information and what is a hoax or disinformation. In education, mastery of digital literacy is the foundation in forming the character of students who are intelligent, critical, and ethical in using technology (Gilster, 1997).

On the other hand, the ease of access to information through digital media also brings serious challenges, especially related to the misuse of social media. Many students do not fully understand the legal implications of every digital activity they do. Behaviors such as spreading false information, hate speech, or privacy violations can have serious legal and social repercussions (Nasrullah, 2015). Therefore, it is necessary to systematically educate digital law and ethics in the school environment. The Government of Indonesia has regulated the use of information and communication technology through Law Number 1 of 2024 concerning Information and Electronic Transactions. This law is an update of the previous regulation, with the aim of strengthening legal protection for people in the digital space, preventing cybercrime, and encouraging the responsible use of information technology. By understanding the substance of the law, the public, including students, are expected to be more aware of the law and wise in online activities.

On the other hand, the ease of access to information through digital media has brought not only positive impacts but also serious challenges, particularly related to the misuse of social media among students. The rapid development of digital platforms allows information to spread widely and quickly, often without adequate verification. In this context, students as active digital users are vulnerable to engaging in risky online behaviors that may have legal and social consequences.

Many students do not yet fully understand the legal implications of their digital activities. Actions such as spreading false information (hoaxes), engaging in hate speech, cyberbullying, or violating others' privacy are often carried out without awareness of their potential impact. According to Nasrullah (2015), digital media practices are closely linked to social behavior and legal responsibility, meaning that every action in cyberspace leaves a trace that can be subject to legal accountability.

Such irresponsible digital behavior can lead to serious repercussions, both for individuals and for the wider community. From a legal perspective, violations committed in digital spaces may result in criminal or civil sanctions, while socially they can damage relationships, reputations, and mental well-being. This condition highlights the urgent need for students to be equipped with adequate knowledge of digital law and ethics so that they are able to use information technology responsibly.

Therefore, systematic education on digital law and digital ethics in the school environment is essential. Schools play a strategic role in shaping students' digital character by integrating legal awareness, critical thinking, and ethical considerations into learning activities. Through this approach, students are expected not only to be technologically literate but also legally and morally responsible in their online interactions.

The Government of Indonesia has responded to these challenges by regulating the use of information and communication technology through Law Number 1 of 2024 concerning Information and Electronic Transactions, which updates the previous regulation. This law aims to strengthen legal protection for the public in the digital space, prevent cybercrime, and promote responsible use of information technology. By understanding the substance and objectives of this law, the public including students are expected to develop greater legal awareness and exercise wisdom, caution, and accountability in their online activities.

High school students, including students of SMK Triguna Jakarta, are active users of social media who have an influence in the dissemination of information. Based on various national surveys, the majority of students in Indonesia spend hours a day accessing digital platforms. However, their digital literacy level is still relatively low, especially in aspects of digital security, communication ethics, and legal understanding (APJII, 2023). This condition makes them a vulnerable group to the misuse of digital information. The urgency of increasing digital literacy and legal awareness among students cannot be ignored. Digital literacy education needs to be directed not only at the technical aspect, but also at the normative and ethical aspects. Students need to understand that every action in the digital space has legal, social, and moral consequences. Therefore, socialization of the legal regulations that govern the digital world is very important as a form of preventive efforts against cyber violations (Bawden, 2008)

This community service activity was carried out as a form of academic contribution in supporting government policies in improving national digital literacy. The socialization of the information and electronic transaction law in the school environment is expected to provide students with a comprehensive understanding of the rights, obligations, prohibitions, and sanctions in digital activities. In addition, this activity is also directed to form critical awareness and ethical character in the use of social media. The importance of this activity is also supported by the vision of national education that encourages the development of 21st century competencies, including the wise and responsible use of technology. Through an interactive and participatory approach to socialization, students can learn directly from real-life cases and understand the relevance of legal regulations in daily life. This approach is expected to be more effective than conventional material delivery (Kemendikbud, 2022)

This activity has strategic significance in strengthening the role of schools as character education institutions. Social media ethics are an important part of the formation of students' digital characters. With adequate debriefing, students can become agents of change who are able to create a healthy digital environment, free from hate speech, hoaxes, and other unlawful acts. This is in line with the spirit of building an inclusive and integrity digital society. This community service activity aims to make a real contribution to improving legal and digital literacy of SMK Triguna Jakarta students. In detail, the objectives of this activity are as follows: 1. Increase students' understanding of the substance and objectives of Law Number 1 of 2024 concerning Information and Electronics. 2. Increasing the level of digital literacy of students of SMK Triguna Jakarta, 3. Fostering awareness and application of social media ethics among students, 4. Supporting the government's efforts to build a healthy and ethical digital ecosystem. 5. Building collaboration between universities and high schools in strengthening legal and digital literacy. 6. Increase legal awareness among students on the consequences of digital activities. 7. Make SMK Triguna Jakarta a pilot school in the application of digital literacy and social media ethics.

## **B. MATERIALS AND METHODS**

The method of implementing this service activity is systematically designed by prioritizing participatory, educational, and applicative principles. This approach is chosen so that students are not only recipients of information, but also active actors in the learning process. Socialization is carried out by combining interactive lecture methods, discussions, case studies, and hands-on practice in the responsible use of digital media. This strategy is expected to be able to form a comprehensive understanding and awareness of the law. The initial stage of implementation begins with coordination and planning between the service implementation team and the school. This coordination includes determining the implementation time, number of participants, preparation of activity agendas, and the provision of supporting facilities and infrastructure. Collaboration with the school is very important so that the implementation of activities can run smoothly, effectively, and in accordance with the needs of students.

After the planning stage, the needs of participants are identified through pre-assessment. This pre-assessment is carried out by distributing a short questionnaire or structured interviews to find out the extent of students' knowledge about digital literacy, social media ethics, and applicable legal provisions. This data will be the basis for compiling socialization materials that are right on target and contextual with the student's condition. The next stage is the preparation of socialization materials which include several main components, namely: (1) introduction to the concept of digital literacy and its importance for students, (2) ethics and responsibility in the use of social media, (3) explanation of the provisions in Law Number 1 of 2024 concerning Information and Electronic Transactions, (4) case studies of violations of the law in cyberspace, and (5) strategies for preventing and reporting cyber violations. This material is attractively packaged in the form of visual presentations, infographics, and short videos to make it easier for students to understand.

The core activities of the implementation are carried out through interactive lectures by competent resource persons in the field of cyber law and digital literacy. This lecture not only conveys theories, but also relates the material to real phenomena that are often encountered among students. This way, students can understand the relevance between the rule of law and their day-to-day digital activities. In addition to lectures, small group discussion methods and case studies were applied. Students were divided into several groups and given examples of cases of violations of the law on social media, such as spreading hoaxes, cyberbullying, or privacy violations. Each group is asked to analyze the case and find a solution that is in accordance with the provisions of the law and principles of digital ethics. This method aims to develop students' critical, collaborative, and analytical thinking skills.

## **C. RESULT AND DISCUSSION**

The implementation of Community Service (PkM) activities with the title "Socialization of Law Number 1 of 2024 concerning Information and Electronics to Improve Digital Literacy and Social Media Ethics for Students of SMK Triguna Jakarta" was carried out face-to-face at SMK Triguna Jakarta. This activity aims to provide students with a comprehensive understanding of the latest regulations in the field of information and electronics and their implications for social media activities among students (Undang-Undang Nomor 1 Tahun 2024). The results of the implementation show that most of the previous students had not fully

understood the substance of Law Number 1 of 2024, especially related to changes in legal norms on the dissemination of electronic information. After participating in the socialization activity, students were able to explain the scope of the regulation, the types of violations in digital media, and the legal sanctions that can be imposed due to the misuse of information technology (Makarim, 2022). This in-person approach was chosen to ensure effective interaction between the implementation team and students, allowing for direct discussion, clarification of legal concepts, and active student participation throughout the activity.

This PkM activity aimed to provide students with a comprehensive understanding of the latest legal regulations in the field of information and electronic transactions, particularly Law Number 1 of 2024. The socialization emphasized the relevance of these regulations to students' daily use of social media and digital platforms. Through this activity, students were expected to develop legal awareness regarding their rights and obligations in the digital space, in line with the provisions of Undang-Undang Nomor 1 Tahun 2024. Based on the results of initial observation and discussion, most students had not previously understood the substance of Law Number 1 of 2024 in depth. In particular, students were unfamiliar with the changes and updates to legal norms governing the dissemination of electronic information, including issues related to digital content, online communication, and legal responsibility in cyberspace. This condition indicates that legal literacy related to digital activities among students remains relatively limited.

After participating in the socialization activity, there was a noticeable improvement in students' understanding of the regulation. Students were able to explain the scope and objectives of Law Number 1 of 2024, identify various forms of violations in digital media—such as the spread of false information, hate speech, and misuse of personal data—and recognize the legal consequences that may arise from such actions. This finding is consistent with Makarim's (2022) view that understanding digital law is essential in fostering responsible and ethical behavior in the use of information technology. Overall, the implementation of this PkM activity proved effective in enhancing students' digital legal literacy and awareness of social media ethics. By understanding the legal framework governing electronic information, students are better equipped to use digital media responsibly and lawfully. Therefore, this activity contributes positively to the formation of legally aware and ethically responsible digital citizens within the school environment.

The results of the implementation of the activity show that there is an increase in students' understanding of the basic concept of Law Number 1 of 2024 concerning Information and Electronics, especially related to changes and strengthening legal norms in the digital space. Before the activity took place, most students had not comprehensively understood the legal limitations in the use of social media. After socialization, students are able to explain the prohibitions, obligations, and legal consequences of the misuse of information technology and social media. In addition to understanding the legal aspects, this activity also succeeded in improving students' digital literacy, especially in identifying negative content such as hoaxes, hate speech, cyberbullying, and privacy violations. Through the presentation of materials and interactive discussions, students demonstrate better ability to assess the credibility of information and understand the importance of verifying information sources before sharing them on social media.

Increasing students' digital literacy is one of the main achievements of this activity. Students showed better ability to recognize hoax content, disinformation, and hate speech that were widely circulated on social media. This is in line with the concept of digital literacy which emphasizes the ability to think critically in accessing, evaluating, and utilizing digital information responsibly (Gilster, 1997; Kementerian Kominfo, 2021). In addition to the digital literacy aspect, the implementation of PkM also has a positive impact on students' understanding of social media ethics. Students are increasingly aware of the importance of maintaining digital communication ethics, such as the use of polite language, respect for the privacy of others, and avoiding acts of cyberbullying. Digital ethics is an important element in creating a healthy and civilized digital space (Rahardjo, 2019).

In terms of social media ethics, the results of the implementation of PkM show a change in students' attitudes in a more positive direction. Students become more aware of the importance of respecting others in the digital space, maintaining polite language in communicating online, and understanding the psychological and social impacts of unethical behavior on social media. This can be seen from the students' responses during the question and answer session and case studies given by the implementation team. Socialization activities also encourage active participation of students, as seen from their enthusiasm in asking questions and providing opinions related to cases relevant to daily life. Students are able to relate the material of Law Number 1 of 2024 with their experience in using social media platforms such as Instagram, TikTok, and WhatsApp.

Students showed increased awareness of the importance of ethical behavior in the digital space, particularly in respecting others' rights and dignity when interacting online. This change indicates that legal and ethical socialization can effectively influence students' mindset toward more responsible digital conduct. Students also became more conscious of the need to use polite and respectful language in online communication. They began to understand that expressions conveyed through digital media can have consequences similar to those occurring in face-to-face interactions. This awareness is crucial in preventing negative behaviors such as cyberbullying, hate speech, and harassment, which often stem from a lack of ethical consideration in digital communication.

Moreover, students demonstrated a deeper understanding of the psychological and social impacts of unethical behavior on social media. They were able to recognize that actions such as spreading offensive content or false information can harm individuals emotionally and disrupt social harmony. This understanding reflects an increased level of empathy and social responsibility among students as digital citizens. These positive changes were evident during the question-and-answer sessions and the discussion of case studies facilitated by the implementation team. Students actively responded to the scenarios presented, analyzed potential legal and ethical implications, and proposed appropriate solutions. Their responses indicated not only improved comprehension of the material but also the ability to apply legal concepts to practical situations.

In addition, the socialization activities encouraged active student participation, as reflected in their enthusiasm in asking questions and sharing opinions related to real-life cases. Students were able to connect the substance of Law Number 1 of 2024 with their daily experiences in using social media platforms such as Instagram, TikTok, and WhatsApp. This

contextual understanding strengthened the relevance of the material and contributed to the effectiveness of the PkM activity in promoting ethical and responsible social media use.

The results of the interactive discussion showed that students were able to relate the provisions of Law Number 1 of 2024 to the real situation they experienced on social media. Students understand that freedom of expression in the digital space has legal limitations that aim to protect the rights and dignity of every citizen (Asshiddiqie, 2020). This socialization activity also increases the legal awareness of students as the younger generation. Students begin to understand that ignorance of the law cannot be used as a justification for violations committed in the digital world. Thus, legal socialization plays an important role in preventive efforts against violations of the Information and Electronics Law (Muladi, 2018). The results of a simple evaluation conducted through question and answer and final reflection showed that the majority of participants understood the importance of acting wisely and responsibly in the digital space. Students realize that freedom of expression on social media has legal restrictions that must be adhered to, in order to create a safe and healthy digital environment.

In terms of participation, students showed high enthusiasm during the activity. This can be seen from the activeness of the participants in the question and answer session and their involvement in the discussion of case studies related to the abuse of social media. This participatory method is considered effective in increasing understanding and internalization of digital legal values (Suryanto & Nugroho, 2020). The evaluation of the results of the activity was carried out qualitatively through reflection and final discussion. The results of the evaluation showed that the majority of students had a better understanding of the obligations and prohibitions in the use of social media. Students also expressed a commitment to implement the wise and responsible use of social media in their daily lives (Kominfo, 2023).

The participatory learning approach applied in this activity proved to be effective in enhancing students' comprehension. By encouraging students to analyze real-life cases and express their opinions, the learning process became more interactive and meaningful. According to Suryanto and Nugroho (2020), participatory methods play an important role in increasing understanding and internalization of digital legal values, as they allow learners to actively construct knowledge through discussion and reflection. Through case study discussions, students were able to critically examine various forms of social media abuse, such as the spread of hoaxes, online harassment, and violations of personal data. This process helped students to connect legal norms with practical situations they commonly encounter in their daily digital interactions. As a result, students gained a clearer understanding of the boundaries between acceptable and prohibited behavior in cyberspace.

The evaluation of the activity outcomes was conducted qualitatively through reflection sessions and final discussions. This evaluation method enabled the implementation team to assess changes in students' perspectives and levels of understanding. The results showed that the majority of students had developed a better awareness of their obligations and the prohibitions related to social media use under applicable regulations. Furthermore, students expressed a commitment to applying wise and responsible social media practices in their daily lives. This commitment reflects the effectiveness of the activity in fostering not only cognitive understanding but also positive attitudes and behavioral intentions. In line with the Ministry of

Communication and Information (Kominfo, 2023), strengthening digital literacy and ethical awareness is essential in promoting responsible digital citizenship among young people.

Another important achievement is the formation of students' awareness of their role as digital citizens (digital citizenship). Students understand that behavior in the digital space has real social and legal impacts. The concept of digital citizenship places individuals as subjects who have both rights and responsibilities in the digital ecosystem (Ribble, 2011). The results of the implementation of Community Service show a positive contribution in improving digital literacy, legal understanding, and social media ethics for students of SMK Triguna Jakarta. This activity is expected to be a model for digital legal socialization in the secondary education environment to support the creation of a young generation who are legally aware, critical, and ethical in dealing with information technology developments (Undang-Undang Nomor 1 Tahun 2024). The implementation of Community Service has a positive impact on improving digital legal literacy, information literacy, and social media ethics for students of SMK Triguna Jakarta. This activity is expected to be a preventive step in reducing violations of the law in the digital world and forming the character of students who are aware of the law, critical, and ethical in utilizing information technology.

#### **D. CONCLUSION**

The Community Service activity with the title "Socialization of Law Number 1 of 2024 concerning Information and Electronics to Improve Digital Literacy and Social Media Ethics for Students of SMK Triguna Jakarta" has been carried out well and achieved the expected goals. This socialization is able to provide a more comprehensive understanding to students about the latest legal regulations in the field of information and electronics and their implications for social media activities. The results show that there is an increase in students' digital literacy, especially in the ability to recognize negative content, understand the limits of freedom of expression in the digital space, and realize the importance of verifying information before disseminating it. In addition, students also experience an increase in awareness of social media ethics, which is reflected in a wiser, polite, and responsible attitude in interacting in the digital world. Through a participatory and contextual approach, this activity succeeded in fostering legal awareness and digital citizenship attitudes in students as the younger generation. Therefore, this socialization activity of the Information and Electronics Law has a strategic contribution as a preventive effort in minimizing violations of the law in the digital space and supporting the formation of students who are legally aware, critical, and ethical. Similar activities are recommended to be carried out on a sustainable basis and expanded to other educational environments to create a safe and civilized digital ecosystem.

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