



Social Media Education for Students as an Effort to Build Digital Awareness

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Abstract

The rapid advancement of digital technology has substantially affected the behavior and social interactions of elementary school students, particularly through the increasing intensity of social media use. This situation presents a dual challenge: it enables the improvement of digital literacy while simultaneously exposing children to the risks of digital addiction, exposure to inappropriate content, and cyberbullying. In response to these emerging challenges, a community service program was conducted by KKN MWC NU in Semboro Village, implemented at SDN 04 Semboro on August 15, 2025. The primary objective of this activity was to cultivate early awareness and understanding of ethical and responsible social media use among elementary school students. The methods employed included structured presentations on the impacts of social media, interactive discussions to evaluate comprehension, and educational games to foster engagement in the learning process. The results indicated that approximately 80% of fifth- and sixth-grade students possessed personal digital devices and actively accessed social media, yet lacked sufficient awareness of digital ethics. After the intervention, students demonstrated heightened enthusiasm, improved understanding of ethical online behavior, and increased awareness regarding responsible screen time management. The evaluation outcomes confirmed the effectiveness of the program in enhancing digital literacy and promoting wise, healthy, and productive social media practices among children. These findings highlight the importance of early digital education as a preventive strategy against the negative impacts of unregulated social media use.

Keywords: Digital education, Elementary school students, Social media



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1. INTRODUCTION

The development of digital technology has brought about significant changes in people's lives, including elementary school-aged children, who are now inextricably linked to social media. Platforms like TikTok, WhatsApp, and Instagram are not only entertainment but also platforms for interaction, communication, and self-expression (Virgie et al., 2025). On the one hand, social media can offer benefits such as increased digital literacy, creativity, and early access to information. However, on the other hand, children are also vulnerable to negative impacts such as device addiction, decreased direct social interaction, and exposure to age-inappropriate content (Kristanti et al., 2025).

Globally, the report (OECD, 2021) shows that children's digital literacy skills are not yet commensurate with the intensity of technology use, making them more



vulnerable to exposure to harmful content, misuse of personal data, and cyberbullying (OECD, 2021; Jang & Ko, 2023). At the national level, the Indonesian Ministry of Communication and Digital has also recorded an increase in cases of cyberbullying and the spread of misinformation among elementary school students. This situation confirms that social media use among young children remains a serious issue that requires ongoing support and education (Welly & Rahma, 2022; Yuanata, 2025). A similar situation occurs locally, particularly at SDN 04 Semboro. Based on questionnaires distributed to 88 fifth- and sixth-grade students, approximately 80% have personal devices and actively use social media, particularly TikTok, YouTube, and WhatsApp. However, most still use social media without regular parental supervision. As a result, various problems arise, including decreased concentration during learning, a tendency to imitate age-inappropriate viral trends, and a poor understanding of digital communication etiquette.

The urgency of community service at SDN 04 Semboro is even more apparent, as the school is located in a semi-rural area with relatively open access to technology. However, its students' digital literacy remains low. Teachers at the school have also expressed concerns about the impact of uncontrolled device use, such as the potential for cyberbullying and decreased social interaction within the school environment. Therefore, the community service activity through the NU MWC KKN in Semboro Village is a concrete step toward providing digital literacy education appropriate to students' real conditions. This program is expected to help students be wiser in their use of technology, both in terms of duration and in their selection of digital content.

2. METHOD

This outreach activity is part of the Community Service Program (PKM) implemented by the KKN MWC NU team from the Islamic University of Jember. The event took place on Friday, August 15, 2025, at SDN 04 Semboro, involving 5th- and 6th-grade students and their accompanying teachers. SDN 04 Semboro was chosen as the location for the community service based on the school's real-world conditions, where most upper-grade students already have personal devices and actively use social media without adequate parental guidance. This situation raises issues such as low awareness of digital ethics, decreased concentration in learning, and the potential for cyberbullying among peers. These findings align with previous research showing that social media use among elementary school children, particularly in rural areas, risks negative impacts if not accompanied by adequate digital literacy (Fitri, 2017; Amaruddin, Atmaja, and Khafid, 2020; Mochamad, 2020; Gunawan & Muhabbatillah, 2019; Fadhilahtunnisa et al., 2024). Therefore, the urgency of implementing activities at SDN 04 Semboro is very relevant as an effort to accompany children from an early age in building healthy digital awareness.



Scientifically, this activity uses a participatory approach, namely a method that emphasizes the active involvement of students, teachers, and the KKN team in every stage of the activity (Ceballos-López, Calvo-Salvador, and Haya-Salmón 2019; Cumbo & Selwyn, 2022). This approach was chosen because it aligns with the characteristics of elementary school-aged children, who learn best through direct interaction, discussion, and educational games. Through active engagement, students not only receive knowledge passively but also relate the material to their real-life experiences through social media. For teachers, this participatory approach provides a space for collaboration with the community service team, ensuring the program's sustainability and relevance to the school's needs. The implementation of the activity is divided into four sessions, namely:

- a. Material Presentation Session : In the initial stage, the presenter provided an introduction to social media, its positive and negative impacts, and strategies for preventing addiction. The material was presented using PowerPoint visuals to make it easier to understand and engage students.
- b. Interactive Q&A Session : This session is designed to deepen students' understanding while also providing an opportunity for them to ask questions based on their personal experiences. This two-way interaction is one indicator of the success of the participatory approach.
- c. Educational Game Session : The activity concluded with a game that trained concentration and cooperation while reinforcing the material learned. This game also created a fun learning atmosphere, making students more enthusiastic about participating.
- d. Evaluation Session : This activity was conducted at the end of all sessions at SDN 04 Semboro to assess how well students had absorbed the material covered.

3. RESULT AND DISCUSSION

SDN 04 Semboro was a strategic target for education on social media use, particularly in efforts to mitigate addiction. Prior to the activity, the community service team distributed a simple questionnaire to 88 fifth- and sixth-grade students. The results showed that approximately 80% of students owned personal devices and actively used social media platforms such as TikTok, YouTube, and WhatsApp. This percentage provides a quantitative indication that digital exposure at the school is relatively high. However, interactions with students also indicated that most did not understand the ethics of social media use or the potential risks, such as addiction, privacy abuse, and cyberbullying. In carrying out activities, the team compiled four series of stages as follows:

a. Presentation of material about social media and its impact.

In the opening session, the speaker asked students whether they owned devices, had social media accounts, or frequently played online games. The responses indicated that most students were already active in the digital world. Next, the speaker presented the material through a visual presentation, covering the definition and types of social media, its impact on children, and ways to prevent addiction. The speaker emphasized that device ownership and social media use are everyday in the digital age, but must be accompanied by adequate digital literacy. Participants were encouraged to become competent and responsible technology users, capable of maintaining the security of their personal data and avoiding behaviors that could disrupt their learning.



Figure 1. The speaker delivers the material using PowerPoint media.

b. Discussion and Q&A Session to Measure Student Understanding

The next session was a discussion that provided participants with an opportunity to dig deeper. Four students took advantage of this opportunity to raise critical questions, such as the ideal time to use devices, the impact of online gaming, reasons not to play TikTok too often, and limits on device usage. These questions served as the basis for an interactive discussion between the speaker and the students. The speaker explained that device use should be tailored to learning needs and supervised by parents, with a maximum time limit, for example, two hours per day or once a week. This explanation successfully answered three student questions. Regarding TikTok, the speaker emphasized that excessive use can lead to addiction, leading to forgetting about study time.



Figure 2. Discussion, question-and-answer

c. Procurement of Games for Student Entertainment

The event concluded with educational games and prizes for active students. This session aimed to refresh the mind after a series of formal activities. The program involved students participating in games that trained concentration, such as an eraser relay while singing. Besides being entertaining, this session was also expected to foster a sense of patriotism.



Figure 3. Play brain-sharpening games.

d. Activity Evaluation

The evaluation results showed an increase in students' understanding of social media ethics. This was demonstrated by their ability to answer moderator questions more accurately after socialization than before. This is consistent with findings (Febriani et al., 2025) showing that early digital literacy can strengthen children's social ethics in

cyberspace. Furthermore, the fact that SDN 04 students are active on social media but lack an understanding of digital risks aligns with a report by the OECD (2021), which states that elementary school-aged children often use technology without understanding security and privacy aspects.

Furthermore, the results of this activity also support a study (Kristanti et al., 2025), which states that social media has a dual influence on character development: it can encourage creativity but can also reduce the quality of social interactions if not supported. The fact that students at SDN 04 tend to imitate viral trends and spend extended periods of time on social media is clear evidence of this phenomenon.

From a theoretical perspective, the application of a participatory approach supports Freire's (1970) idea of dialogic learning (Fernandez-Balboa & Marshall, 1994). Students not only receive information one-way, but also actively ask questions, share experiences, and relate the material to everyday life. Thus, this community service activity goes beyond simply conveying information and also encourages students to develop a more critical and reflective digital awareness. Overall, the community service activities at SDN 04 Semboro proved effective in increasing students' understanding and awareness of social media ethics. The program also demonstrated practical relevance to the school's local conditions and theoretical alignment with the literature on digital literacy and participatory learning models.



Figure 4. Group photo session

4. CONCLUSION

Based on a series of activities carried out, the community service program (PKM) by the KKN MWC NU team has successfully achieved its goal: providing education on the use of social media to prevent addiction. The implementation of this activity includes several strategic stages: presenting material to increase students' knowledge, interactive sessions that allow students to ask questions, educational games to lighten the atmosphere, and the provision of door prizes to motivate students. The success of this



program can be measured by several key indicators, namely student enthusiasm, high levels of participation, and increased understanding of the material presented. Thus, this activity has proven effective in providing students with a comprehensive understanding of social media ethics and its potential impacts.

As a follow-up, this activity is planned to be developed sustainably through collaboration between the school, parents, and the community service team. The program's sustainability includes developing a simple module on social media ethics that teachers can use in the learning process, regular mentoring through digital literacy classes, and outreach to parents to optimize device monitoring at home. With these steps, it is hoped that students will not only gain temporary knowledge but also develop positive habits and sustainable digital awareness.

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