

FOSTERING DIGITAL LEGAL AWARENESS IN TEENAGERS: CYBER LAW EDUCATION PROGRAM AT SMAK IMMANUEL BATAM

*Menumbuhkan Kesadaran Hukum Digital Pada Remaja:
Program Edukasi Cyber Law Di Smak Immanuel Batam*

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Abstract

This community service initiative addresses the pressing need for comprehensive digital capacity-building among adolescent student leaders through an integrated training program at SMAK Immanuel Batam. Extending beyond simple legal lectures, this 5-week course offers a multidisciplinary approach built on three main pillars: Digital Legal Literacy (Cyber Law), Structural Leadership Communication, and Practical Digital Archiving with Google Sites. Its goal is to enable Grade XI and XII Student Council (OSIS) representatives to confidently navigate digital organizational environments responsibly and avoid legal issues under Law Number 1 of 2024 (The Amended ITE Law). Conducted over five sessions, the program used interactive lectures, real-world cybercrime case studies, and hands-on activities where students created digital archive repositories. The initiative led to a noticeable change in attitude, greatly enhancing students' understanding

of data privacy and digital law boundaries. Feedback showed the program's immediate practical benefits, with participants gaining proficiency in managing cloud documents systematically. Despite challenges like limited legal knowledge among youth, the program's results indicate a positive trend towards developing law-abiding, digitally skilled student leaders. It is recommended that schools embed this comprehensive model into their annual leadership curricula.

Keywords-- *Cyber Law, Digital Archiving, Google Sites, Student Leadership, Digital Literacy.*

1. INTRODUCTION

The daily routines of young people today, especially student leaders, are deeply influenced by the fast-paced development of information technology. At institutions like SMAK Immanuel Batam, digital platforms go beyond just social media; they are now essential for running student council (OSIS) activities, organizing events, and managing communication. While this technological shift improves efficiency, it also requires a high level of digital literacy that goes beyond basic technical skills. Effective student leadership today involves three core skills: clear organizational communication, adherence to digital laws, and systematic digital management (Setiawan & Pratama, 2020).

Unfortunately, while adolescents rapidly adopt new technologies, this shift isn't matched by a comprehensive understanding of digital literacy. In student organizations, two key issues often emerge. The first is a significant lack of awareness about digital ethics and cyber laws. (Herawati & Purwanti, 2023) Many student leaders are unaware that actions like sharing content without copyright permission, mishandling personal data, or participating in online disputes can have serious legal consequences. In Indonesia, these online activities are strictly regulated under the Electronic Information and Transactions Law, especially Law Number 1 of 2024, which amends the ITE Law.

Low digital literacy within this demographic greatly heightens their risk of engaging in or falling victim to online crimes (Kurniawan & Sari, 2023). Another major issue is the lack of proficiency in administrative technical skills, notably the absence of systematic record-keeping or digital archiving. Student councils produce numerous digital files, such as event proposals, meeting minutes, and financial reports. Yet, these are often stored in disorganized personal cloud accounts or chat groups. Without a structured approach to digital archiving, organizations face significant information fragmentation, loss of institutional knowledge, and operational disorder (Suliyati, 2020).

Educational institutions should proactively bridge this gap by providing student leaders with accessible web platforms like Google Sites. These platforms can serve as centralized, secure, and professional digital archive centers. At SMAK Immanuel Batam, tackling these complex issues involves several practical challenges, such as students limited foundational knowledge of administrative cyber law, their lack of experience in creating organized web archives, and the scarcity of training modules that combine legal understanding with technical skills.

Following the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (2022) guidelines, comprehensive digital literacy should combine technical skills with awareness of legal rights and duties. Recognizing this need, the community service team launched an integrated capacity-building initiative called "Fostering Digital Legal Awareness, Leadership, and Digital Archiving Skills for Student Leaders at SMAK Immanuel Batam." This

program offers practical training that blends cyber law adherence, organizational leadership, and digital archive management using Google Sites, aiming to develop a skilled, law-conscious digital student body.

2. METHODS

The community service program at SMAK Immanuel Batam used an integrated training model to support student council leaders comprehensively. It merged theoretical knowledge in digital law and organizational leadership with practical training in digital archiving. To optimize the process, the implementation was organized into four clear, sequential phases.

1. Needs Assessment and Contextual Curating: Phase 1.

The service team conducted a preliminary assessment of the SMAK Immanuel Batam Student Council to identify gaps in legal awareness and current administrative habits. Based on the findings, a multi-disciplinary curriculum was curated, integrating cyber law compliance (focusing on Law No. 1 of 2024), structural leadership communication, and cloud-based document management framework.

2. Integrated Educational Lectures (Days 1 - 3): Phase 2.

The team delivered a series of interactive lectures targeting student leaders in Grades XI and XII. This phase focused on building theoretical foundations: Day 1 established digital legal boundaries under the ITE Law; Day 2 developed organizational communication and leadership styles; and Day 3 introduced information architecture and structural layout design using Google Sites.

3. Hands-On Laboratory and Simulation (Day 4): Phase 3.

Students transitioned from theory to practice through a digital archiving laboratory simulation. Under the direct supervision of the service team and student assistants, participants used Google Sites to build live, functional digital repositories. They mapped out organizational communication structures and systematically archived sample student council documents to master cloud management.

4. Evaluation and Sustainability Planning (Day 5): Phase 4.

The final phase evaluated the training's effectiveness using qualitative feedback loops and direct observation instruments. The team measured attitudinal shifts in legal comprehension and assessed the technical proficiency of the custom-built Google Sites archives. Long-term sustainability frameworks were established with school advisors to ensure the platform remains active for future student council terms.

Data Collection Instruments and Evaluation Metrics

To rigorously assess the program's outcomes, the service team deployed three primary evaluation instruments:

a. Legal Comprehension Review

Monitored via interactive Q&A sessions and case-study discussions to analyze students' ability to identify legal risks under the amended ITE Law.

b. Technical Archival Assessment

A practical evaluation checklist measuring the usability, searchability, and structure of the digital archives created by students on Google Sites.

c. **Qualitative Feedback Loops**

Open-ended testimonial reviews collected on the final day to evaluate participant engagement, knowledge retention, and institutional demands for program sustainability.

3. RESULTS AND DISCUSSION

3.1 Activity Overview and Core Objectives

The community service program at SMAK Immanuel Batam was successfully implemented over five weekly sessions on January 29, February 5, 12, 19, and 26, 2025. The program targeted student leaders and senior representatives from Grades XI and XII (Science and Social Studies cohorts). Rather than offering isolated lectures, the service team delivered an integrated capacity-building program organized around three essential pillars: Digital Legal Literacy, Structural Leadership, and Practical Digital Archiving.

This comprehensive approach aimed to address the critical gaps outlined in the following objectives:

1. Enhancing understanding of Digital Law and cyber threats under the current Indonesian legal framework.
2. Instilling structural leadership and organizational communication concepts.
3. Providing technical knowledge and practical mastery of digital archiving utilizing Google Sites.

3.2 Timeline of Implementation and Daily Review

The 5-day training intervention followed a progressive curriculum designed to move participants from legal awareness to technical execution.

Tabel 1. Timeline Training

5-DAY INTERVENTION TIMELINE
Day 1: Cyber Law & UU ITE Education (Lecturer: Padrisan Jamba, S.H., M.H., CPM)
Day 2: Organizational Leadership Basics (Lecturer: Timbul Dompok, S.E., M.Si)
Day 3: Technical Intro to Google Sites (Lecturer: Angel Purwanti, S.Sos., M.I.Kom)
Day 4: Hands-On Practice: Archiving Leadership Tasks on Google Sites
Day 5: Final Evaluation, Reflection, and Feedback Sessions

Day 1: Fostering Digital Legal Awareness (Cyber Law Education)

The program began with a presentation by Padrisan Jamba, S.H., M.H., CPM, titled "Fostering Digital Legal Awareness in Teenagers: Cyber Law Education Program at SMAK Immanuel Batam." This session laid the foundation for digital citizenship. High school students are a particularly vulnerable demographic in the digital ecosystem; a lack of structured literacy often leads to digital delinquency or legal victimization (Murdianingsih & Tanuji, 2025).

Students initially appeared shy but became actively engaged when discussing the real-world implications of Law No. 1 of 2024 (The Amended ITE Law). The lecture highlighted those common adolescent behaviors—such as non-consensual sharing of personal data, online harassment, and digital copyright infringement—can result in serious criminal sanctions.



Picture 1. Digital Law explanations

Day 2: Organizational Leadership and Communication

Timbul Dompok, S.E., M.Si, led the second session to solidify student leaders' understanding of organizational leadership fundamentals. This part covered how student organizations operate, with participants examining various leadership styles and engaging in exercises to enhance peer communication within the school.



Picture 2. Archived Digital Explanation

Day 3: Technical Literacy via Google Sites

Angel Purwanti, S.Sos., M.I.Kom, shifted the program into practical territory by introducing web-based information design using Google Sites. The presentation detailed how cloud-based tools can serve as accessible platforms for information layout. Students translated their understanding into physical wireframes and drafted content plans on paper to map out their digital workspace.

Day 4: Hands-on Digital Archiving Simulation

On the fourth day, students integrated knowledge from the previous sessions into a concrete laboratory simulation. Using Google Sites, they built functional digital archives. They were tasked with designing a website on a free

leadership or communication topic and systematically archiving their digital assets.

Archival research suggests that a community without structured records experiences fragmented memory and operational inefficiency (Suliyati, 2020). By managing digital assets through systematic workflows, students learned to transition from unorganized cloud storage to standardized, retrievable digital archives (Anindya Sanora, 2016). The service team and student assistants provided real-time evaluations, diagnosing the pros and cons of each digital archive setup.



Picture 3. Google Site and Digital Archive Training

Day 5: Program Evaluation and Feedback Loops

The final session served as a comprehensive review. The service team evaluated student retention across all topics. Participants provided qualitative feedback regarding the training, noting significant shifts in their awareness of cloud management, digital law parameters, and structural communication.



Picture 4. Evaluations

continuation. It is highly recommended that SMAK Immanuel Batam integrate this digital legal and technological framework into its regular student council capacity-building curriculum to foster a responsible, law-abiding digital generation.

5. ADVICE

Based on the execution and evaluation of this community service program, the service team proposes the following strategic recommendations:

a. For SMAK Immanuel Batam

Given that the 5-day training window provides a foundational rather than exhaustive understanding of digital law, leadership, and digital archiving, the school is highly encouraged to formalize this training into a periodic capacity-building program. Integrating these modules into the annual orientation or upgrading cycle for newly elected student council (OSIS) members will ensure administrative continuity and long-term digital compliance.

b. For Institutional Synergy

The school should establish a structured, long-term partnership (Memorandum of Agreement) with Universitas Putera Batam, leveraging the expertise of the Law Study Program and the Information Technology faculties. Sustainable cooperation could take the form of routine legal clinics, digital literacy workshops, or student-led mentoring sessions. This ongoing synergy will bridge the gap between higher education expertise and the practical needs of secondary education, fostering a resilient, law-abiding digital student community.

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