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Legal Perspectives on the Rise of Cyberporn Among School-Aged Children: Prevention, Sanctions, and Victim Protection

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ABSTRACT

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The rapid advancement of information and communication technology has brought significant changes to how young people access and interact with content online. One alarming consequence is the increasing exposure of school-aged children to digital pornography (cyberporn). This phenomenon poses serious threats to the psychological development of adolescents and can lead to deviant behavior such as sexual harassment and violence. While Indonesian laws, such as the Electronic Information and Transactions (ITE) Law and the Child Protection Law, provide legal frameworks to address this issue, enforcement remains weak, and legal literacy among students is minimal. As such, there is an urgent need for proactive legal education and early preventive efforts in school environments. In response to this issue, a community service program was carried out at a public senior high school in Batam. The implementation included interactive presentations, case examples, and a quiz to assess comprehension. The results of the program indicated a significant improvement in students' understanding of legal norms surrounding digital behavior. Many students expressed increased awareness about the risks of accessing explicit content online and the potential legal consequences. The interactive nature of the session contributed to student engagement and retention of the material. This initiative successfully fostered a greater sense of digital responsibility and highlighted the importance of legal education in equipping youth to navigate the online world safely and ethically.

Keywords: Cyberporn Awareness, Digital Ethics, Legal Education

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INTRODUCTION

The rapid advancement of computer and internet technology has transformed how individuals interact globally, creating what is now commonly referred to as the “flat world.” Through digital screens, individuals can connect, communicate, and access a vast array of information from virtually anywhere. While these developments offer numerous benefits, they also open doors to various digital threats. Among the most pressing issues is the increasing exposure of school-aged children to pornographic content. Unlike in the past, where access to pornography was restricted, today's internet allows easy and unfiltered access, making it a major social challenge in Indonesia. Pornography, as defined in Law Number 44 of 2008, includes any sexually explicit content disseminated through media or public display that violates societal norms of decency (Sofia, et al., 2024).

This widespread access to pornography online, often referred to as cyberporn, poses legal and ethical dilemmas. Article 27 of the newly amended Law Number 1 of 2024 on Electronic Information and Transactions (ITE Law) explicitly prohibits the distribution, transmission, or access to immoral and harmful content. However, the growth of cybercrime, including internet pornography, has outpaced the capacity of existing legal frameworks. Children, as digital natives, are particularly vulnerable. They are frequently exposed to such content, and in some cases, may imitate what they see, leading to deviant behavior such as sexual violence. The challenge is compounded by the fact that technological innovations constantly introduce new forms of online offenses, requiring continuous legal and regulatory adaptations (Alhakim, 2021).

The legal challenges in addressing cyberporn highlight the necessity for updated regulations and preventative legal education. As suggested by Soekanto, shifts in technology inevitably lead to social changes that law must adapt to. The emergence of cyberlaw reflects the growing need for legal systems to regulate the internet and protect users—especially minors—from harmful content. Furthermore, studies have shown that parenting styles significantly influence children's behavior online. A lack of supervision and appropriate guidance increases the likelihood of internet addiction and risky digital behavior. Thus, the role of the family, supported by effective law enforcement and education, is crucial in safeguarding children.

The novelty and urgency of this community service initiative lie in its focus on digital literacy and early intervention to combat the dangers of cyberporn. By promoting awareness of ethical social media use and the legal implications of online behavior, this program addresses an emerging and underexplored aspect of adolescent protection. It incorporates not only education about the law—particularly the revised ITE Law—but also strategies to build responsible digital habits among youth. Through direct engagement with students and teachers, the initiative bridges the gap between technology, law, and education, offering a proactive and sustainable solution to one of the most serious challenges facing Indonesian schools today (Hutauruk, et al., 2023).

Given the complexity and seriousness of the issue, this community service program, themed “*Legal Perspectives on the Rise of Cyberporn Among School-Aged Children: Prevention, Sanctions, and Victim Protection*” will be implemented at SMAN 21 Batam. It

will focus on educating students and teachers about social media ethics and ways to prevent harmful online behavior. Activities will include interactive presentations, discussions, games, and advocacy efforts. The program is designed not only to inform but to engage and empower participants, creating a more ethically aware and legally informed school environment. Through this integrated approach, the initiative aims to enhance digital responsibility and ensure a safer online experience for students.

IMPLEMENTATION METHOD

This community service program, titled “*Legal Perspectives on the Rise of Cyberporn Among School-Aged Children: Prevention, Sanctions, and Victim Protection*” was conducted on Wednesday, May 22, 2024, at SMAN 21 Batam through a legal counseling session. The implementation followed three stages: initial preparation, execution, and evaluation. The initial phase involved data collection through interviews and surveys with school representatives to identify key issues and student needs.

The main stage comprised a legal awareness session tailored to the comprehension level of students, supported by interactive presentation materials. In the final stage, an evaluation was conducted by gathering participant feedback to assess the effectiveness of the session in improving legal understanding regarding cyberporn and digital ethics.

IMPLEMENTATION RESULTS

The Dangers of Doxing on Social Media Especially in The High School Environment

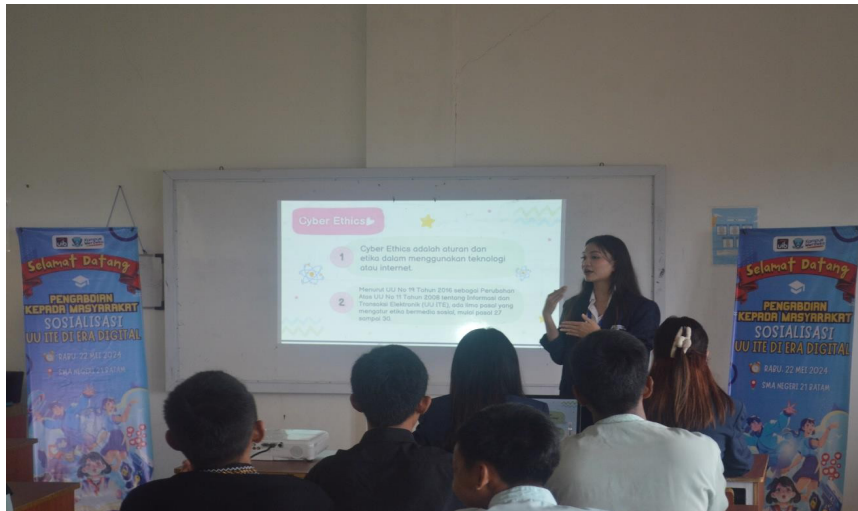
Pornography exists in various formats, including text, images, and illustrations distributed through both traditional and digital media. According to Pornography Law, it includes any obscene or sexually exploitative content transmitted through media or public performances. This definition is broader than the Penal Code’s, covering animations, cartoons, sounds, gestures, and other digital forms. As a result, pornography has become more accessible and diverse in form, especially for minors. The rapid spread of such content raises serious concerns in the era of digital globalization. It calls for stricter legal understanding and effective public education to mitigate its impact.

Cyberporn, a form of cybercrime, poses a growing threat to the mental and moral well-being of youth. Unlike other cybercrimes, its consequences extend beyond data theft or device damage. It can distort adolescent development and increase the risk of deviant behavior. With weak internet controls, adolescents can easily access explicit material. This often leads to early exposure to harmful sexual content without adequate guidance. Hence, cyberporn not only affects individuals but jeopardizes national human capital in the long term.

The Indonesian legal framework—particularly the ITE Law and Law Number 35 of 2014 of Child Protection seeks to provide safeguards against such threats. However, enforcement struggles to keep pace with rapidly evolving technology and

digital platforms. Many adolescents are unaware that accessing or distributing explicit material can lead to legal consequences. Additionally, some legal definitions still lack clarity regarding new forms of cyberporn. This results in gaps in criminalization and legal protection. These shortcomings require a response through both regulatory and educational approaches.

Figure 1. Implementation Session



Source. Community Service Program Implementer

Parental control plays a critical role in preventing exposure to harmful online content. Research shows that children raised in supportive, communicative households are less prone to risky online behaviors. In contrast, adolescents influenced by peer pressure often access pornography to gain acceptance. Online risks are exacerbated when adolescents lack emotional support and digital boundaries. Parents must be equipped with digital literacy to guide their children effectively. Without strong family engagement, formal legal measures may be insufficient. Therefore, parenting and education are key to reducing exposure to online sexual content (Putri dan Tantimin, 2022).

Figure 2. Photo Session



Source. Community Service Program Implementer

Criminal policy must evolve to address the complex nature of cyberporn. Criminalization of certain online behaviors is necessary to protect minors from exploitation. Yet, legal ambiguity about what constitutes punishable acts often delays justice. A clear legal definition of cyberporn-related offenses is needed for effective enforcement. The law must keep up with emerging technologies and internet trends. At the same time, legal measures should be accompanied by prevention-based education. An integrated approach is required to reduce harm and build digital resilience among youth.

This study responds to the need for coordinated efforts involving law, education, and family. School-based legal education can empower students to use the internet responsibly. It also helps create awareness about the dangers and legal consequences of cyberporn. At the same time, teachers and parents must work together to guide adolescents online. Building strong digital ethics within schools is vital in this context. Ultimately, the aim is to protect children from the psychological and social effects of cyberporn. This requires legal, social, and educational collaboration to ensure long-term impact.

Legal Perspectives on the Rise of Cyberporn Among School-Aged Children

The implementation process began with the author discussing with team members to determine the target partner for the Field Practice program. As a result of the discussion, the team agreed to collaborate with SMAN 21 Batam, located in Bukit Smart Punggur, Kabil Subdistrict, Nongsa District, Batam City, Riau Islands Province. The next step involved conducting observations and collecting data and information regarding the condition and location of the partner. This was done through online research to gather background information and contact details. On May 7, 2024, the author contacted Ms. Lilik Suryani, S.Pd.I., M.Pd., a teacher and the public relations officer of SMAN 21 Batam, to conduct an interview and obtain further details about the problems and needs of the students. During the same communication, the author also requested permission to conduct legal counseling at the school.

Figure 3. Classroom Environment



Source. Community Service Program Implementer

After reaching an agreement with the school, the author and the team determined their individual themes and presentation titles for implementation. This topic was chosen due to the increasing misuse of social media by students, many of whom unknowingly engage in actions that violate others' rights. Subsequently, the author prepared the Field Practice Proposal and consulted with the advisor.

The next step involved preparing the materials for legal counseling in PowerPoint format, designing a banner, and arranging all necessary documents for collaboration, such as the Internship Submission Letter to the Academic Affairs Office, the Observation and Implementation Request Letter to the partner, and the Partner's Response Letter, along with other supporting documents related to the implementation.

Figure 4. Presentation Materials



Source. Community Service Program Implementer

Once all preparations were complete, the implementation took place on Wednesday, May 22, 2024, at SMAN 21 Batam. Upon arrival, the author and the team were warmly welcomed by the school's Public Relations Officer. Before entering the classroom, the author, as the program coordinator, signed the school's guest book. Afterward, the team was directed to the designated classroom to prepare the venue. This included setting up the banner, projector, arranging the students, and ensuring the cleanliness of the room. The session was conducted in Class XI-1 from 11:00 AM to 12:30 PM with 35 students and several teachers in attendance. The program began

with self-introductions by the university students and an explanation of the objectives of the legal counseling.

The first material presented by the author addressed *“Legal Perspectives on the Rise of Cyberporn Among School-Aged Children: Prevention, Sanctions, and Victim Protection”* This session emphasized the importance of understanding the ITE Law in modern society, especially for students. It covered social media ethics, relevant case examples, and the consequences of violating the law. The presentation used slides to enhance comprehension. Subsequent topics included *“The Dangers of Doxing on Social Media”* *“The Urgency of Personal Data Protection in the Digital Age”* and *“The Importance of Legally Valid Digital Signatures”* The final presentation, delivered by the author’s team member, was on *“Legal Perspectives on the Rise of Cyberporn Among School-Aged Children”* Following the presentations, a Q&A session was held to improve student understanding. Several students actively asked questions, indicating strong interest. The team also conducted a quiz related to the materials presented. Students enthusiastically participated, and winners received envelopes with varying amounts of cash as appreciation for their engagement. After the quiz, the session concluded with a group photo to document the successful implementation of the program. The activity ended with students sharing their impressions, noting how the session improved their awareness of the ITE Law and made them more cautious about using social media responsibly.

CONCLUSION

Schools, as the second home for younger generations, play a vital role in providing knowledge and understanding of various rights, including education on Law No. 1 of 2024, which amends Law No. 11 of 2008 on Electronic Information and Transactions (ITE Law). Educators can instill mindsets and behaviors that promote responsible use of digital and internet media in this era of modernization through both formal and informal learning. The implementation of this program serves as a practical effort to enhance students’ understanding of the ITE Law. Conducted based on prior observations of issues within the school environment, this initiative aims to prevent violations that could have negative impacts, particularly within the community of SMAN 21 Batam. The results of this implementation indicate that students at SMAN 21 Batam have been exposed to pornographic content at increasingly younger ages, raising concerns about their social development.

Therefore, proactive and corrective measures must be taken immediately to mitigate the negative effects. The widespread use of mobile phones, which often serve as a gateway for pornographic material, must be addressed by educators and policymakers. Where avoidance is not feasible, restricting certain phone features—such as MMS or cameras—may be necessary. From the evaluation, students demonstrated a significant increase in their knowledge and awareness of the consequences of digital misconduct. While they previously viewed social media as a space for unrestricted expression, they are now more cautious and mindful of their online behavior. This shift reflects the success of the legal counseling implementation.

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