

Enhancing Human Rights Education for Students through Digital Legal Literacy Initiatives

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Abstract

Senior High School 20 Batam, a nationally accredited institution with a strong commitment to inclusive education and positive values, provides an ideal environment for community service initiatives on digital privacy awareness. Despite its achievements, students face significant legal challenges related to the careless use of social media, particularly the risks associated with the “one-click share” feature. While convenient, this feature exposes students to potential identity theft, online fraud, and misuse of personal data, a concern intensified by limited awareness of privacy policies. This condition reflects a gap between *das sein* (reality), where students share personal data carelessly, and *das sollen* (the legal norm), which guarantees privacy rights under the 1945 Constitution. The novelty of this program lies in its participatory approach, integrating discussions, case simulations, and practical modules. Its objective is to strengthen students’ digital legal literacy, equip them with preventive skills, and promote responsible online behavior.

Keywords: Digital Privacy, One-Click Share, Legal Literacy

INTRODUCTION

Senior High School 20 Batam is a nationally standardized institution that has earned an A accreditation since its establishment on July 1, 2015. Located on Pemuda Street, Baloi Permai, Batam Kota District, the school benefits from its strategic position near various public facilities such as the village office, a public health center, and a special education school. The institution promotes a positive school culture through the 4N values (No Cheating, No Bullying, No Smoking, No Littering) and the 5S principles (Smile, Greet, Polite, Courteous, Respectful). In addition, the school implements the NASAS initiative (Nampak Ada Sampah Ambil Segera), which encourages students to actively maintain environmental cleanliness. With its commitment to providing a safe and inclusive learning environment, Senior High School 20 Batam is an ideal partner for community service initiatives. Its dynamic academic and extracurricular activities offer great potential for fostering students' awareness of digital privacy and data protection.

The primary legal challenge faced by students today is the lack of awareness regarding the importance of protecting personal data on social media. The "one-click share" feature, while convenient, is often misused without consideration of the risks it poses to privacy and security. Personal information such as identity details, addresses, and financial data can be easily exploited by irresponsible actors (Abita et al., 2024). Studies indicate that more than 70% of students do not fully understand the privacy policies of the platforms they use (Anggen & Sarjana, 2023). This lack of awareness places them at risk of digital crimes such as identity theft, online fraud, and digital surveillance. Such conditions highlight the urgent need for legal education initiatives that address the dangers of careless information sharing. Through preventive education, students can be empowered to become more vigilant and responsible in their online interactions.

This situation reflects a clear gap between *das sein* (the reality) and *das sollen* (the ideal norm). In practice, students often share personal data

carelessly, prioritizing convenience over privacy protection. Conversely, *das sollen* emphasizes the legal and ethical standards set forth in Article 28G(1) of the 1945 Constitution, which guarantees the protection of personal integrity, honor, dignity, and the right to security. The discrepancy between the legal mandate and students' actual behavior reveals a critical weakness in the internalization of legal norms. Without sufficient education, students remain vulnerable to privacy violations and potential legal consequences (Arfan et al., 2023). Thus, a bridging effort is required to translate normative legal protections into practical knowledge and responsible digital behavior among students.

The novelty of this community service program lies in its contextual and participatory approach to legal education. Rather than relying solely on theoretical explanations, the program incorporates interactive methods such as case simulations, group discussions, and real-life examples of the risks of one-click sharing. Educational modules and infographics will also be provided as practical references for students in managing their online privacy (Bukit & Ayunda, 2022). This innovative approach makes legal education more relatable, comprehensible, and applicable to students' daily experiences. Unlike conventional methods that tend to be formalistic, this program emphasizes active participation and student engagement. The guiding research question for this initiative is: How can students' legal awareness of the dangers of one-click sharing and the importance of personal data protection be enhanced through legal outreach at Senior High School 20 Batam? This question forms the foundation of the program's objectives and expected outcomes.

The primary objective of this program is to enhance students' understanding of digital privacy and the risks associated with careless information sharing. It also seeks to equip students with preventive skills that encourage responsible and ethical use of social media. However, the scope of the study is limited to Senior High School 20 Batam, with restrictions on participant numbers and duration of implementation (Fayyaza et al., 2016). These constraints pose challenges in ensuring deep

and sustained comprehension among students. Nevertheless, the program is expected to make a significant contribution to strengthening digital legal literacy within the school community. Furthermore, it may serve as a replicable model for other schools facing similar challenges in fostering digital responsibility and legal awareness in the era of social media.

IMPLEMENTATION METHOD

The Community Service Program is carried out in three phases: preparation, implementation, and evaluation. The preparatory phase, conducted in March 2025, includes obtaining official permission from Senior High School 20 Batam and observing classrooms and facilities to design suitable materials. Each team member prepares specific sections covering the concept of one-click share, its risks, and strategies for protecting personal data. The implementation phase in April 2025 begins with facilitator introductions to build rapport with students. Core activities include presentations, interactive discussions, and case study simulations, enabling students to examine real examples of one-click sharing. Engagement is encouraged through group activities and question-and-answer sessions to foster critical thinking and responsible digital behavior.

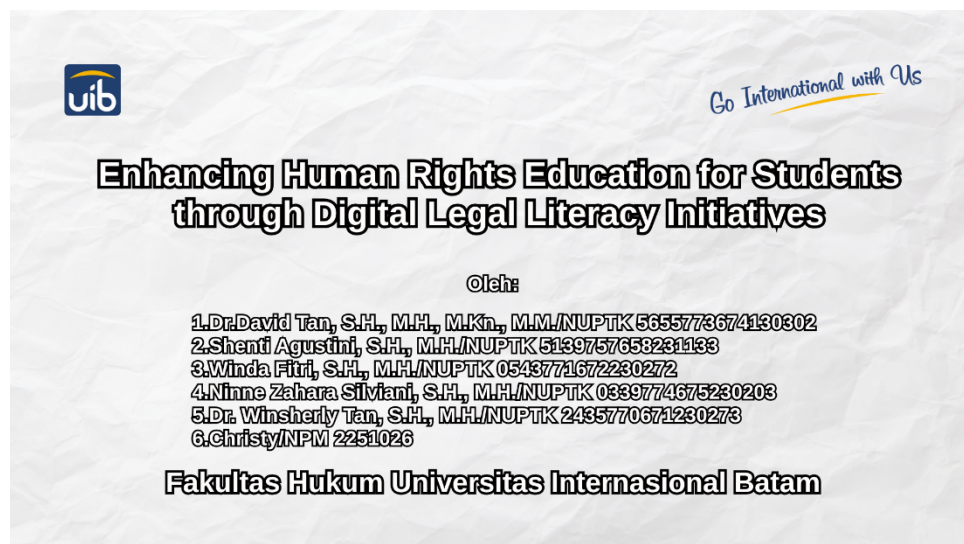
The evaluation phase, conducted from May to June 2025, measures program effectiveness through feedback and reflective discussions, followed by a final report summarizing outcomes and recommendations. The closing session includes expressions of gratitude to the school and recognition for active participants. The total budget of IDR 5,000,000 covers observation, teaching materials, transportation, seminar logistics, meals, and reporting. This structured approach is expected to enhance students' digital literacy, strengthen awareness of data privacy, and equip them with preventive skills against increasing cyber risks.

IMPLEMENTATION RESULTS

The Dangers of One-Click Share: Protecting Personal Data and Avoiding Privacy Predators on Social Media for Students

This section aims to provide students with an in-depth understanding of the dangers of one-click sharing on social media and the importance of protecting personal data. One-click share refers to a feature that allows users to instantly distribute content or information, such as images, links, or personal details, with just one click (Holmström, 2022). While this function facilitates fast communication, it also presents significant risks, including fraud, identity theft, and data breaches (Agustiah et al., 2020). Students, as active digital users, are especially vulnerable to these threats due to their frequent engagement on online platforms. Without awareness of the risks, they may unknowingly expose themselves to privacy violations. Therefore, raising awareness is essential to ensure students can critically evaluate the consequences of their digital actions.

Picture 1. Materials

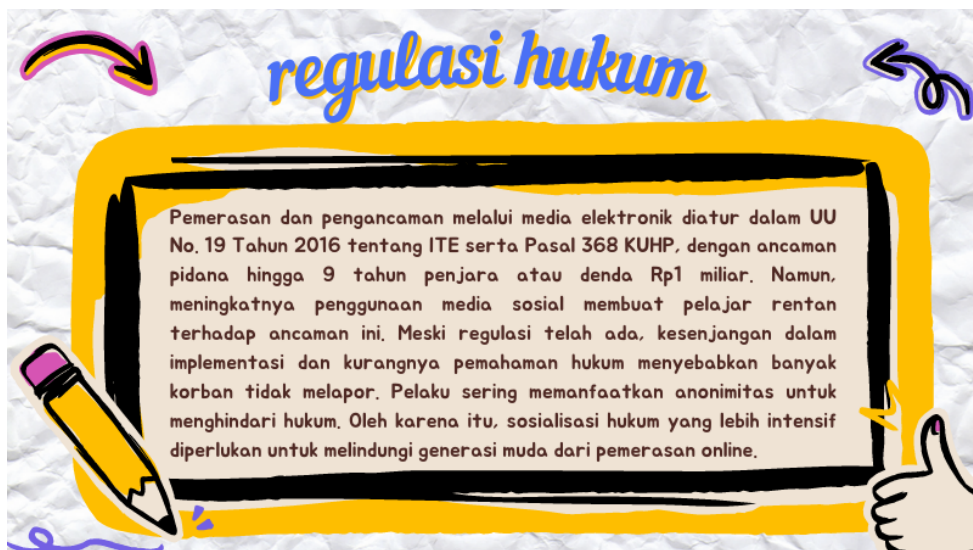


Source: Implementer

Overreliance on social media has broader implications for students' psychological and social development. Studies show that excessive online interaction can reduce face-to-face communication skills, cause social

isolation, and increase vulnerability to cyberbullying and online harassment (Junaedy et al., 2021). These negative experiences can undermine self-confidence and lead to long-term psychological effects such as anxiety and depression. To address this, digital literacy education is crucial for equipping students with the ability to recognize risks and protect their digital identity. Students should be taught to manage privacy settings, identify suspicious links, and avoid oversharing. By acquiring these skills, students are better prepared to safeguard themselves against digital exploitation and harmful online behavior.

Picture 2. Materials



Source: Implementer

Parental involvement also plays a critical role in ensuring students' safety in the digital space. Parents are encouraged to monitor the type of content accessed by their children, particularly because exposure to inappropriate or harmful material may negatively affect their mental health and learning process (Komala, 2022). Guidance from parents can help students make informed choices about what to share and with whom. Oversharing, such as revealing real-time locations or personal routines, can be exploited by irresponsible parties for criminal activities (Vidianti et al., 2023). Thus, collaboration between schools, parents, and communities is vital in building a culture of safe and responsible digital behavior.

Another risk of uncontrolled social media use is the pressure to maintain an online presence, which often encourages oversharing for validation. This behavior can lead to identity theft, stalking, and fraud, threatening both physical and mental well-being (Akhtar, 2020). To counter this, students need to adopt preventive measures, such as enabling strong privacy settings, using secure passwords, and exercising caution when accepting friend requests or clicking suspicious links (Pambudi et al., 2023). These simple but effective strategies can minimize the likelihood of falling victim to digital predators. Furthermore, promoting peer discussions and group learning on digital safety helps reinforce positive habits and collective awareness among students.

In Indonesia, personal data protection has gained increasing importance, particularly with the rapid growth of digital technologies. The government has responded by enacting Law No. 27 of 2022 on Personal Data Protection (UU PDP), which establishes a strong legal foundation for protecting individual rights. Article 65 of the law explicitly prohibits the unlawful acquisition, disclosure, or use of another person's data, imposing penalties of up to five years' imprisonment and fines of up to IDR 5 billion for violations (Br Girsang, 2023). This legal framework provides both protection and accountability, ensuring that individuals and institutions respect privacy rights. For students, the law serves as a reminder to be mindful of their digital behavior and to align it with ethical and legal standards. Through legal education, students are encouraged not only to understand their rights but also to adopt critical thinking in navigating challenges to digital privacy (Pertiwi et al., 2022).

Implementation Process of Strengthening Awareness of One-Click Share at Senior High School 20 Batam

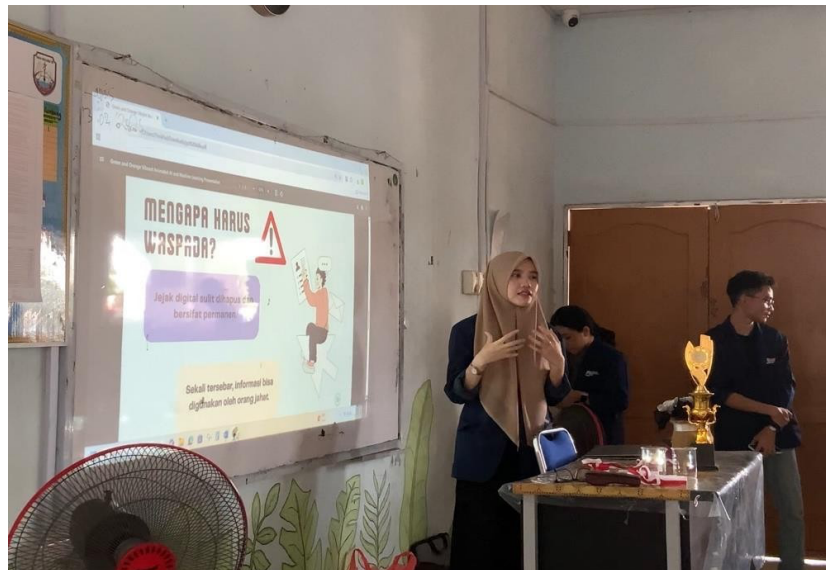
The socialization program was held on April 14, from 10:00 a.m. to 12:00 p.m., at Senior High School 20 Batam. Approximately 50 students participated with high enthusiasm, actively engaging throughout the program. Our team of five facilitators was accompanied by Mr.

Muhammad Besar, one of the teachers at the school, who supported and guided us from beginning to end. To create a welcoming atmosphere, each facilitator introduced themselves individually to the students (Kusumoningtyas & Puspitasari, 2020). This step helped establish rapport and encouraged students to feel comfortable during the session. In addition, light snacks were distributed as a token of appreciation for the students' active presence and participation.

After the introductions, the session proceeded with a PowerPoint presentation prepared specifically to be accessible and engaging for high school students. The content was delivered in clear and simple language to ensure students could follow the discussion easily. The primary focus was on the importance of protecting personal data in the digital era, a topic increasingly relevant for young people (Disemadi, 2021). We began by explaining the urgency of digital education and the definition of personal data. Real examples of one-click share on social media were presented to demonstrate how easily information can spread. These examples highlighted the risks students may face if they are not cautious online.

We then elaborated on the negative consequences of one-click sharing and oversharing, which included identity theft, misuse of personal information, and exposure to cyberbullying. Students were reminded that even small actions online can have long-term consequences (Putri & Fahrozi, 2021). To make the material more relatable, cases involving teenagers were included, illustrating both the risks and the importance of privacy protection. Students showed a strong interest in these examples and connected them with their own digital experiences. By contextualizing the material, we were able to foster critical thinking about how students should manage their online activities responsibly.

Picture 3. Presentation and Quiz Session



Source: Implementer

At the end of the presentation, we conducted a lively question-and-answer session to measure students' understanding. Students were not only able to respond to our questions but also raised thoughtful inquiries about their personal experiences on social media. We provided additional clarifications, practical advice, and preventive strategies to help them stay safe in the digital space (Raharjo et al., 2024). To motivate active participation, rewards were given to students who successfully answered questions. This interactive session proved effective in reinforcing the material while encouraging students to apply it in their daily digital practices. The exchange created a dynamic learning atmosphere and promoted deeper engagement.

The program concluded with an open discussion, allowing students to share their views, experiences, and possible solutions to data privacy challenges. We emphasized that protecting personal data is not only about safeguarding oneself but also about contributing to a safer digital environment for peers and the wider community (Vania et al., 2023). Feedback from Mr. Muhammad Besar indicated that the students found the material clear and highly beneficial. He observed that the activity

significantly increased their awareness of digital risks and the importance of protecting personal data from an early age (Subroto, 2021). Overall, the program was a valuable experience for both students and facilitators, strengthening digital literacy and encouraging the growth of a responsible, tech-savvy generation.

Picture 4. Documentation



Source: Implementer

In addition to the main session, we also encouraged group collaboration among students to develop mini action plans on how they could protect their personal data in everyday life. These activities included designing simple guidelines for safe social media use, identifying red flags of suspicious messages, and practicing ways to avoid oversharing. This hands-on exercise allowed students to translate theoretical knowledge into practical skills. Moreover, it fostered teamwork and collective responsibility in addressing digital challenges. The results showed that students were not only capable of identifying risks but also proactive in generating creative solutions (Sutriawan et al., 2023).

Finally, the session underscored the broader significance of building a culture of digital responsibility within schools. The program demonstrated that when students, teachers, and facilitators work together, awareness of data privacy can be strengthened effectively. We stressed that this awareness

should not stop at the classroom level but must extend to families and communities. As technology becomes increasingly embedded in students' daily lives, cultivating digital responsibility is essential for long-term well-being (Utomo et al., 2020). With the positive reception from both students and teachers, this initiative provides a strong foundation for similar future programs. It also highlights the importance of continuous collaboration between educational institutions and universities in promoting legal literacy and digital ethics.

CONCLUSION

The implementation of the Community Service Program at Senior High School 1 Batam demonstrates the urgency of addressing digital risks such as hoaxes and cyberbullying through legal education. The preparatory, implementation, and evaluation stages were systematically designed to ensure the program's effectiveness in equipping students with digital literacy, legal awareness, and ethical responsibility. The counseling session highlighted both the legal framework, including the ITE Law and relevant Criminal Code provisions, and the practical risks posed by technological advancements such as deepfakes. Students not only learned about the legal consequences of misconduct but also gained preventive strategies to protect themselves and their peers. This indicates that legal education can serve as an essential safeguard for adolescents, who remain highly vulnerable to digital threats.

Furthermore, the outcomes of the program extended beyond immediate awareness by producing sustainable educational materials, an academic article, and recommendations for future initiatives. Feedback from students and teachers confirmed that interactive methods, combined with real-life examples, significantly enhanced understanding and engagement. The program succeeded in bridging the gap between abstract legal provisions and practical challenges faced by students in their daily digital interactions. In doing so, it contributed to fostering a culture of

responsibility, vigilance, and academic integrity among youth. These achievements provide a valuable foundation for future collaborations and emphasize the importance of integrating legal literacy into the broader educational framework to strengthen resilience in the digital era.

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COMPETING INTERESTS

The authors have declared that no competing interests exist.

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