Community Service Journal: Promoting Ethics and Responsibility in Social Media Use for High School Students

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Abstract: The rapid growth of social media has shaped high school students' behaviour and thinking, making ethical and responsible use essential. This community service program at SMA IT Darul Quran taught students about social media ethics and responsibilities. The workshops and interactive sessions focused on internet hazards, possibilities, and best practices for high school students. The participative method included theoretical presentations, case study discussions, and hands-on exercises. Pre- and post-program surveys, observational notes, and student reflections collected data. The pre-program study found that students were adept at social media but unaware of ethical standards and repercussions. Active group conversations and role-playing scenarios helped participants grasp internet etiquette, cyberbullying, privacy, Misinformation, and positive digital identities. Students' awareness and attitudes improved significantly after the training, with 85% comprehending social media ethics better. Additionally, 90% felt more confident identifying and combating online unethical behaviour. This campaign emphasizes the need to teach digital literacy and ethics in schools to prepare children for the digital age. The program taught students to use social media responsibly and promote excellent online behaviour in their communities. We advocate expanding the curriculum to other schools and involving parents and educators to establish a more comprehensive digital ethics education framework.

1. Introduction

The digital era has brought remarkable changes to communication, information sharing, and interaction globally, especially through the rise of social media. Platforms like Instagram, Twitter, Facebook, and TikTok have become integral to daily life, particularly for adolescents. For high school students, social media is a tool for connecting with peers and a space for learning, self-expression, and entertainment. However, the widespread adoption of these platforms has raised critical concerns regarding ethical behaviour and responsible use. Social media misuse, such as cyberbullying, the spread of Misinformation, online harassment, and privacy violations, continues to emerge as significant issues, often with severe consequences for individuals and society. High school students represent one of the most active demographics on social media, making them vulnerable to these risks and influential in shaping online culture. Their developmental stage is characterized by a heightened curiosity, peer influence, and a tendency to experiment, which often results in insufficient consideration of ethical and legal implications.

While schools are increasingly integrating digital tools into education, there is often a lack of structured programs to cultivate ethical awareness and responsible digital citizenship among students. SMA IT Darul Quran in Bogor, an Islamic-based high school, embodies a commitment to nurturing students' academic excellence alongside moral and ethical values. Integrating Islamic teachings emphasizes the importance of good character and social responsibility, essential principles for navigating the digital landscape. Despite this strong moral foundation, students at SMA IT Darul Quran, like their peers worldwide, face challenges in understanding and addressing ethical dilemmas associated with social media use. Recognizing these challenges, the school sought to implement an initiative to enhance students' awareness and capacity for responsible engagement with social media platforms.

This community service initiative aimed to address the gap in digital ethics education by delivering a comprehensive program focusing on social media ethics and responsibility. The program was developed to help students (1) understand the ethical implications of their online actions, (2) recognize the potential risks and consequences of irresponsible social media use, and (3) adopt positive digital habits that reflect their values and principles. By doing so, the program sought to empower students to become ethical digital citizens capable of contributing positively to their online and offline communities. The initiative aligns with global efforts to integrate digital literacy into education to prepare students for the demands and challenges of the 21st century. Digital literacy encompasses technical proficiency and the ability to think critically, communicate effectively, and act responsibly in the digital realm. Ethical awareness is a core component of digital literacy, as it equips individuals with the discernment needed to navigate complex social and moral issues in an interconnected world. As key institutions in shaping young minds, schools have a critical role in fostering these competencies.

The significance of this program is further underscored by the evolving nature of social media and its profound influence on individual behaviour and societal norms. Social media platforms operate on algorithms that prioritize engagement, often at the expense of accuracy or ethical considerations. This can lead to the amplification of harmful content, echo chambers, and unhealthy comparisons, particularly among adolescents. At the same time, social media provides a powerful avenue for positive change, enabling individuals to raise awareness about important issues, build communities, and inspire action. The challenge lies in equipping students with the skills and mindset to navigate these dualities effectively. To achieve its objectives, the program employed a participatory and student-centred approach. It combined theoretical presentations with interactive activities, including case study discussions, group exercises, and role-playing scenarios. This methodology was designed to engage students actively, encourage critical thinking, and facilitate practical understanding of the concepts discussed. Topics covered included digital etiquette, privacy and security, the impact of Misinformation, cyberbullying prevention, and strategies for creating a positive digital footprint.

The sessions also integrated Islamic ethical principles, providing students with a framework for making decisions that align with their faith and values. A commitment to inclusivity and collaboration guided the program's implementation. Teachers, school administrators, and community members actively planned and delivered the sessions, ensuring the content was relevant and culturally appropriate. Pre- and post-program assessments were conducted to evaluate students' knowledge, attitudes, and behaviours related to social media use. These assessments provided valuable insights into the program's impact and areas for improvement, laying the groundwork for future initiatives. In addition to addressing immediate concerns about social media misuse, the program sought to instil a lifelong commitment to ethical behaviour and social responsibility among students. The initiative aimed to contribute to the broader goals of character education and community development by fostering a culture of integrity and respect. The experience at SMA IT Darul Quran offers valuable lessons for educators, policymakers, and community organizations seeking to address similar challenges in other contexts. This paper presents a detailed account of the community service initiative, including its background, objectives, methodology, and outcomes. The discussion highlights the key findings and implications of the program, emphasizing the importance of integrating digital ethics education into school curricula. It also explores the potential for scaling the initiative to reach a wider audience, including students from other schools and communities. By sharing these insights, this paper seeks to contribute to the growing knowledge of digital ethics and responsible social media use, offering practical guidance for promoting positive online behaviour among young people. It underscores the importance of combining technical skills with ethical awareness to prepare students for the complexities of the digital age. Through collaboration, education, and community engagement, initiatives like this can transform how young people interact with technology, fostering a generation of responsible and ethical digital citizens.

2. Literature Review

2.1. Introduction to Social Media Ethics in Education

Social media platforms have become indispensable tools for communication, information dissemination, and self-expression. While their benefits are undeniable, these platforms pose significant ethical challenges, particularly for adolescents. Research indicates that teenagers are highly active on social media, with a substantial proportion unaware of the potential risks associated with privacy breaches, cyberbullying, Misinformation, and digital footprints [11]. Addressing these challenges necessitates a

structured educational approach, combining ethical principles with practical guidelines for responsible digital citizenship. Ethics in social media use refers to principles that ensure respectful, truthful, and responsible interaction within digital spaces. This is increasingly crucial in educational settings, where students' engagement with social media can significantly influence their academic performance and social behaviour [1]. Educational interventions, particularly those embedded within community service frameworks, have proven effective in fostering digital literacy and ethical awareness.

2.2. Adolescents and Social Media: Opportunities and Risks

Adolescents are particularly vulnerable to the dual-edged nature of social media. On one hand, platforms like Instagram, TikTok, and YouTube provide opportunities for creative expression and peer connection. On the other, they expose users to risks such as online harassment, addiction, and exposure to harmful content [5]. A study by Jones and Turney [7] highlights the increasing prevalence of cyberbullying and its detrimental impact on students' mental health. Similarly, research by Kowalski et al. [8] emphasizes the role of parental guidance and school-based education in mitigating these risks. The concept of a digital footprint—defined as the trail of data left by users online—has emerged as a critical area of concern. Adolescents often lack awareness of the long-term implications of their online actions, which can affect their privacy, reputation, and opportunities. Programs focusing on digital literacy aim to bridge this knowledge gap, equipping students with tools to manage their digital presence responsibly [20].

2.3. The Role of Educational Institutions

Schools are uniquely positioned to address the ethical dimensions of social media use. Integrating digital ethics into the curriculum aligns with the goals of holistic education and prepares students for the challenges of a technology-driven world. The paper states that digital citizenship education should encompass nine core elements, including digital etiquette, rights, and responsibilities. Recent studies underscore the importance of a participatory approach, where students actively engage in discussions and activities about ethical dilemmas in digital spaces [12]. At SMA IT Darul Quran, integrating Islamic values offers a distinctive framework for teaching social media ethics. Islamic teachings emphasize accountability, respect, and community welfare, principles that resonate with the goals of digital citizenship education. This alignment enables a culturally relevant approach to fostering ethical behaviour among students.

2.4. Strategies for Promoting Ethical Social Media Use

Educational programs promoting responsible social media use often employ interactive methodologies, such as workshops, role-playing, and case studies. A study by Boyd [2] found that scenario-based learning, where students analyze real-life examples of ethical dilemmas, significantly enhances their critical thinking and decision-making skills. These methods are particularly effective when combined with discussions on the societal impact of unethical behaviours, such as the spread of Misinformation and online harassment. Another emerging trend is the use of gamification to teach digital ethics. Gamified learning platforms allow students to engage with ethical concepts interactively and enjoyably. Research by Kopecký and Szotkowski [9] demonstrates the potential of gamification to increase students' motivation and retention of key principles related to responsible social media use.

2.5. Community Service as a Vehicle for Digital Ethics Education

Community service programs provide an ideal platform for integrating social media ethics education. These programs bridge the gap between theory and practice by engaging students in activities that involve real-world applications of ethical principles. At SMA IT Darul Quran, community service initiatives have been designed to include sessions on digital literacy, focusing on topics such as cyberbullying prevention, privacy management, and the ethical use of information. Community service's participatory nature aligns with experiential learning principles, emphasizing learning through action and reflection. Studies by Malik and Haque [13] highlight the effectiveness of this approach in fostering deep understanding and long-lasting behavioural change. When students actively participate in discussions and workshops, they are more likely to internalize the ethical principles being taught.

2.6. Measuring the Impact of Digital Ethics Education

Evaluating the effectiveness of educational programs is crucial for ensuring their sustainability and scalability. Pre- and post-program assessments are commonly used to measure changes in students' knowledge, attitudes, and behaviours. For instance, a study by Livingstone et al. [11] employed surveys and focus group discussions to assess the impact of a digital literacy program on high school students. The findings indicated significant improvements in students' ability to identify and address ethical dilemmas in online interactions. At SMA IT Darul Quran, similar assessment tools can be used to evaluate the outcomes

of community service initiatives. Metrics such as students' understanding of digital rights and responsibilities, ability to navigate online risks, and commitment to ethical practices can provide valuable insights into the program's effectiveness.

2.7. The Broader Implications of Digital Ethics Education

Promoting ethics and responsibility in social media use extends beyond individual behaviour to encompass broader societal impacts. Ethical digital citizens contribute to creating a more respectful and inclusive online environment. By equipping students with the skills and values needed to engage responsibly with social media, educational institutions play a critical role in shaping the future of digital culture. The lessons learned from programs like those at SMA IT Darul Quran can inform similar initiatives in other schools and communities. Scaling these efforts requires collaboration among educators, policymakers, and technology companies. Partnerships with social media platforms can provide additional resources, such as educational content and tools for promoting positive online behaviour. The literature reviewed highlights the importance of integrating social media ethics education into community service programs. By addressing adolescents' unique challenges, these programs empower students to navigate the digital landscape responsibly. At SMA IT Darul Quran, incorporating Islamic values offers a culturally relevant framework for teaching digital ethics. Through interactive and participatory approaches, students develop the critical thinking and decision-making skills needed to become ethical digital citizens. Future research should explore innovative methodologies for teaching digital ethics and evaluating their long-term impact. As social media evolves, education must adapt to address emerging ethical challenges and opportunities.

3. Methodology

The methodology employed in the community service program Promoting Ethics and Responsibility in Social Media Use for High School Students at SMA IT Darul Quran was designed to ensure clarity, structure, and measurable outcomes. Each of the 12 phases was critical in addressing the program's objectives and ensuring its success. Below is a detailed explanation of each phase:

Permissions: This phase involved securing approval from the school administration and relevant stakeholders. A comprehensive program proposal detailing the objectives, benefits, and implementation plan was submitted. Meetings were held to discuss the program's alignment with the school's values and goals. Stakeholders included school leadership, teachers, and parents, whose support was crucial for smooth execution.

Initial Observation: Preliminary observations and interviews with students, teachers, and parents provided a clear understanding of the challenges faced in social media use. This phase revealed critical issues such as the spread of Misinformation, incidents of cyberbullying, and limited awareness of digital privacy. These insights shaped the program's content, ensuring relevance to the participants' needs.

3.1. Team Training

The project team underwent a structured two-day training program. This training covered:

- **Content Mastery:** Comprehensive knowledge of social media ethics and best practices.
- **Facilitation Skills:** Interactive and engaging teaching methodologies to ensure participant engagement.
- **Data Collection Techniques:** Methods for capturing feedback and measuring outcomes effectively.

Subject matter experts and educational consultants were involved to enhance the quality of the training.

Program Briefing: A preparatory session was conducted to familiarize participants with the program's objectives, schedule, and expectations. Materials such as guides, pre-program surveys, and digital resources were distributed. This phase ensured alignment and prepared students and teachers for active participation.

3.2. Implementation of Awareness Sessions

This core phase comprised workshops and seminars targeting 75 students and 25 teachers. Key features included:

- **Interactive Learning:** Activities like role-playing ethical dilemmas, discussions on case studies, and collaborative problem-solving.
- **Custom Content:** Responsible content sharing, managing online relationships, and identifying fake news were tailored to address the participants' specific challenges.

- **Group Dynamics:** Teachers and students participated in mixed sessions to foster collaboration and mutual understanding.

Training Evaluation: Post-session evaluations assessed changes in knowledge and skills. Participants completed tests, surveys, and reflective exercises compared to their pre-session counterparts. These evaluations provided immediate feedback on the program's effectiveness and areas needing adjustment.

Data Processing: All collected data were compiled and organized systematically, including test scores, survey responses, and feedback forms. Data cleaning and categorization ensured accuracy and readiness for analysis.

Data Analysis: Quantitative data from pre-and post-tests were analyzed statistically, employing paired t-tests to measure significant changes in knowledge and skills. Qualitative data from focus groups and open-ended survey responses were coded to identify recurring themes such as increased awareness, behavioural shifts, and challenges encountered.

4. Results and Discussion

Findings were synthesized into actionable recommendations for the school and future program iterations. The results demonstrated:

- Enhanced understanding of digital ethics among participants.
- Improved skills in managing digital interactions responsibly.
- Increased confidence in recognizing and addressing online risks.

Program Evaluation: A comprehensive evaluation session was held with stakeholders, including students, teachers, and administrators. Successes were celebrated, and constructive feedback was collected to refine future efforts. This phase also involved reflecting on the logistical and content-related challenges faced during implementation.

Publication: The study's outcomes were documented in a manuscript for submission to an international journal. This step ensured that the program's impact and methodology reached a broader audience, contributing to the global discourse on digital ethics education.

Reporting: A final report summarizing the program's activities, findings, and recommendations was submitted to the school and stakeholders. This document served as a record of the initiative and a guide for potential replication in other institutions (Table 1).

Table 1: Activities Promoting Ethics and Responsibility in Social Media Use for High School Students at SMA IT Darul Quran

No.	Session Title	Description	Duration	Participants	Average Skill Before	Average Skill After
1	Introduction to Digital Ethics	Introduction to the fundamental principles of digital ethics and online responsibility.	1.5 hours	75 Students, 25 Teachers	55%	72%
2	Privacy Management in social media	Teaching how to protect personal information and manage privacy settings online.	1.5 hours	75 Students, 25 Teachers	50%	70%
3	Understanding and Preventing Cyberbullying	Discussing the effects of cyberbullying and providing strategies to prevent and address it.	1.5 hours	75 Students, 25 Teachers	53%	68%
4	Identifying and Combating Misinformation	Helping students identify fake news and Misinformation and teaching fact-checking skills.	1.5 hours	75 Students, 25 Teachers	54%	71%
5	Building a Positive Digital Presence	Guide on managing and curating a positive online presence, fostering a respectful digital identity.	1.5 hours	75 Students, 25 Teachers	52%	69%
6	Social Media and Mental Health Awareness	Exploring the impact of social media on mental health and strategies for healthy online habits.	1.5 hours	75 Students, 25 Teachers	50%	67%

7	Ethical Decision-Making in Online Spaces	Training on how to make ethical decisions in online spaces and understanding the implications of online behaviour.	1.5 hours	75 Students, 25 Teachers	55%	73%

4.1. Notes on Methodology for Activities

- **Session Titles:** The session titles reflect the thematic focus of each workshop, designed to address key issues in ethical and responsible social media use.
- **Participants:** Consisted of 75 students and 25 teachers, ensuring comprehensive engagement across the school community.
- **Average Skills Before and After:** Skills were measured using a pre-and post-assessment tool tailored to evaluate knowledge, attitudes, and practices related to digital ethics. These scores represent aggregate averages across all participants.
- **Skill Improvement:** The skill improvement was calculated by comparing pre-session and post-session scores, with consistent positive growth across all sessions.

The following sessions were developed to enhance students' understanding of ethical behaviour and responsible use of social media. These topics were carefully selected to address the most critical aspects of digital engagement, ensuring a comprehensive approach to social media education for high school students.

4.2. Digital Ethics

The Introduction to Digital Ethics session is an essential entry point into understanding the principles governing behaviour and decision-making in online spaces. It is designed to help students understand their rights and responsibilities in the digital world, emphasizing the ethical use of information and online accountability. In today's interconnected world, where digital engagement plays a key role in daily interactions, understanding digital ethics is critical for students growing up surrounded by technology. A key element of this session is the exploration of intellectual property rights, which include issues like copyright infringement, plagiarism, and the ethical sharing of content. It helps students understand that the digital world, although vast, is still governed by rules and norms that aim to respect creators and their work. Further, students are introduced to digital footprint – the trail of data one leaves behind when interacting online. This digital trail can have long-lasting effects on a person's reputation, career, and safety.

The session also covers online accountability, teaching students about the potential consequences of their online actions. This is particularly important because online behaviours can extend beyond the digital space, impacting real-world relationships and reputations. Research by Pusey and Sadera [15] suggests that young people, especially those growing up in an increasingly digital environment, must be educated on these ethical principles to make responsible decisions. Similarly, Livingstone & Helsper [12] emphasize cultivating respectful digital behaviours to foster a positive online community. This session aims to set the stage for responsible and ethical online engagement by discussing concepts such as consent, respect, and responsibility in the digital world. It helps students make informed decisions about their digital interactions and actions. Ultimately, this session aims to create a foundation for a culture of respect and ethical engagement within digital spaces, ensuring students contribute to a healthy online environment.

4.3. Privacy Management in Social Media

Privacy is a critical concern in today's social media-driven world, where personal information is often shared freely and with little consideration for its long-term consequences. The session on Privacy Management in social media aims to address this issue by teaching students how to effectively manage their privacy settings on various social media platforms. In this session, students are introduced to online privacy, which includes understanding the importance of protecting personal information and managing digital footprints. The session emphasizes the risks of oversharing, where students share more information than necessary, potentially exposing themselves to dangers like identity theft, cyberstalking, or even being targeted by online predators. Lee and Chae [10] point out that digital literacy, particularly the ability to control one's privacy settings, is a key skill for young people to develop. With many students unaware of how much personal information they are exposing, this session focuses on empowering students to take control of their digital lives. Students are educated on various tools and settings on popular social media platforms like Facebook, Instagram, and Twitter. This allows them to customize who sees their posts, what data is shared, and what privacy risks exist. By learning to set boundaries for their personal information, students gain a sense of autonomy and control in the digital realm.

Furthermore, the session touches on the data collection practices of social media platforms and how their business models often rely on gathering and monetizing user data. This helps students understand the trade-offs of using free services and the implications of sharing personal information without understanding its use. As Shenton & Pickard [16] explain, privacy management is integral to preserving safety and autonomy in an online world. This session seeks to cultivate a sense of responsibility regarding what information is shared, with whom, and under what circumstances. Doing so fosters a culture of informed consent and personal responsibility, essential for students navigating digital spaces.

4.4. Understanding and Preventing Cyberbullying

Cyberbullying has become a pervasive issue in the digital age, particularly among adolescents, who may lack the emotional maturity to understand the consequences of their online actions fully. This session, Understanding and Preventing Cyberbullying, is dedicated to helping students recognize, understand, and prevent cyberbullying in online environments. It seeks to address the psychological and social impacts of online harassment, which can be severe, leading to issues such as depression, anxiety, and social isolation. Students learn the various forms of cyberbullying, from harassing messages and online exclusion to the sharing of harmful content, all of which can have devastating effects on the mental well-being of the victim. A key part of the session involves discussing empathy and how to build kindness and respect in digital spaces. Research by Patchin and Hinduja [14] underscores the importance of fostering digital citizenship, which promotes positive online behaviour and discourages harmful acts such as cyberbullying.

This session also provides students with practical tools for responding to or preventing bullying incidents. It teaches students how to block, report, and handle cyberbullying situations responsibly. Role-playing activities and case studies help students practice how they would handle specific bullying scenarios. Additionally, the session encourages students to become active bystanders, empowering them to intervene when they witness bullying by supporting the victim or reporting the behaviour. Focusing on prevention and intervention, the session promotes a culture of respect, inclusivity, and kindness in digital spaces. It aims to equip students with the skills to create safer online environments and act responsibly when bullying occurs.

4.5. Identifying and Combating Misinformation

With the rise of social media as a primary source of news and information, Misinformation and fake news have become significant issues. This session, Identifying and Combating Misinformation, aims to equip students with the tools and strategies to identify and challenge false information online. Misinformation can have far-reaching consequences, particularly concerning critical issues such as public health, politics, or social justice. The session focuses on developing critical thinking skills to assess the reliability and accuracy of the information encountered online. Students are taught to fact-check sources using reputable websites, verify information from multiple credible sources, and recognize bias in articles or posts. Research by Choi [4] emphasizes the role of digital literacy in combating Misinformation, highlighting that students must be able to discern fact from fiction to navigate the digital landscape effectively. This session also educates students on the impacts of Misinformation, stressing how false information can affect public opinion, contribute to the spread of harmful rumours, and influence political or social outcomes. Students are encouraged to develop a healthy scepticism towards social media content and understand the responsibility of sharing information. By teaching students how to be discerning consumers and sharers of information, the session helps promote responsible media literacy. It combats the spread of Misinformation, thereby contributing to the overall integrity of the online community.

4.6. Building a Positive Digital Presence

Building a positive digital presence is essential for students, especially as they engage with social media personally and professionally. This session guides students on managing their online identities to reflect their values, interests, and skills authentically and responsibly. A positive digital presence helps students establish a solid online reputation and is important in opening up opportunities for their future, particularly in education and career prospects. Students are taught how to curate content on social media platforms to reflect their brand. This includes choosing what to share, when, and the implications of sharing personal information publicly. The session highlights the importance of authenticity—the idea that one's online presence should mirror one's true identity, not an idealized or distorted version. Students also learn the importance of consistency across various platforms, ensuring their digital persona is aligned across personal, professional, and academic contexts. Research by Greenhow and Lewin [6] emphasizes the importance of fostering positive digital identities as part of personal branding, which can significantly impact students' social and professional lives. The session encourages students to consider how their digital actions today can impact future opportunities. By emphasizing a long-term perspective, the session seeks to guide students in making decisions that positively shape their digital footprint. Ultimately, the goal is for students to leave the session with a better understanding of how their online actions can influence their reputation and to feel empowered to engage in social media in a way that is respectful, responsible, and future-oriented

4.7. Social Media and Mental Health Awareness

The session on social media and Mental Health Awareness focuses on the growing concern about the psychological effects that social media can have on users, especially adolescents. In today's digital age, social media is an integral part of daily life, but it also presents unique challenges, particularly related to mental health. Excessive use of platforms like Instagram, TikTok, and Facebook has been associated with issues such as anxiety, depression, and body image dissatisfaction [18]. Adolescents, in particular, are highly vulnerable to the pressures of online interactions, where comparisons, cyberbullying, and unrealistic portrayals of lifestyles can exacerbate insecurities. Social media platforms often present idealized images, creating a false sense of reality. This constant comparison can lead to anxiety, low self-esteem, and an unhealthy preoccupation with appearance and social validation [17]. The session aims to raise awareness among students about the impact of social media on mental health and equip them with strategies to protect their well-being. These strategies include managing screen time to prevent overexposure, engaging with positive content that promotes well-being, and seeking support when encountering distressing situations or emotional triggers. By promoting mindful engagement, the session encourages students to reflect on how their online behaviours can affect their emotional and psychological state.

Furthermore, the session emphasizes the importance of developing healthy online habits to counteract the negative psychological effects of excessive or toxic social media use. This includes recognizing when to take breaks from social media, being critical of content that fosters unrealistic beauty standards, and learning how to curate online spaces that contribute to mental well-being [19]. The goal is for students to gain a balanced perspective on social media and to become more mindful of their emotional health in the digital landscape.

4.8. Ethical Decision-Making in Online Spaces

The final session, Ethical Decision-Making in Online Spaces, focuses on making responsible choices in the digital world. As students navigate the opportunities and challenges of the internet, it is crucial to equip them with frameworks that guide their decision-making processes in online environments. The session introduces various aspects of ethical decision-making, emphasizing concepts such as respect for privacy, the impact of posts, and understanding the long-term consequences of online actions. Ethical decision-making is not confined to traditional offline behaviours but extends into online interactions. Students learn how their posts, comments, and digital behaviours can affect others, including the potential harm they might cause through cyberbullying, spreading Misinformation, or infringing on others' privacy. The session teaches students how to navigate moral dilemmas by applying ethical principles like empathy, respect, and consideration of others' perspectives. Buchanan et al. [3] emphasize the importance of empathy and understanding in digital interactions, pointing out that making ethical decisions online is similar to making responsible choices in face-to-face interactions. A key component of this session is building awareness of digital rights and responsibilities, including respecting others' intellectual property, being mindful of what is shared, and understanding how online behaviour reflects personal values. By exploring real-life examples and case studies, students are encouraged to think critically about the consequences of their actions in the digital realm immediately and in the future.

This session aims to empower students to become more responsible digital citizens equipped with the tools to make informed, ethical online decisions. Ethical decision-making skills extend beyond managing social media accounts; they shape how students engage with others, consume information, and represent themselves in an interconnected world. By fostering a culture of responsibility and integrity, the session helps students understand the significant impact their digital actions can have, both on themselves and on the broader online community. This program addressed the pressing issue of ethical, social media use among high school students. The activities were designed to be interactive, educational, and impactful, aligning with the students' daily challenges in navigating the digital world.

- **Needs Assessment and Preparation:** Initial discussions with school stakeholders identified specific challenges faced by students, such as exposure to Misinformation and cyberbullying. This informed the development of a tailored curriculum.
- **Interactive Workshop:** A series of workshops were conducted for 75 students and 25 teachers, focusing on:

  - **Digital Ethics and Citizenship:** Understanding the ethical implications of online behaviour.
  - **Cyberbullying Prevention:** Strategies to identify, address, and prevent online harassment.
  - **Managing Digital Privacy:** Educating students about protecting their data.

- **Group Activities:** Engaging methods like role-playing ethical dilemmas, peer discussions, and creating social media campaigns were employed to reinforce the learning objectives.

- **Parental and Teacher Involvement:** Special sessions were held for parents and teachers to equip them with the tools to guide and support students in their digital interactions.
- **Evaluation and Feedback:** Participants underwent pre- and post-program evaluations, with measurable improvements in their online understanding and application of ethical principles.

5. Conclusion

The community service program titled Community Service Journal: Promoting Ethics and Responsibility in Social Media Use for High School Students at SMA IT Darul Quran successfully addressed critical challenges associated with social media use among adolescents. Conducted by graduate students from the Master of Education Program at Pamulang University, the initiative provided a platform for students and educators to learn, reflect, and implement ethical practices in the digital landscape. Key findings from the program highlighted a significant improvement in participants' understanding of digital ethics, privacy management, and responsible online behaviour. Quantitative assessments showed that the average skill levels of students and teachers increased from 50% before the program to 70% after its completion, indicating measurable progress in their knowledge and application of digital ethics principles. Qualitative feedback further enhanced participants' confidence in addressing Misinformation and cyberbullying.

The program's success can be attributed to its holistic approach, which integrates theoretical knowledge with practical activities. Workshops, discussions, and interactive scenarios gave participants real-world contexts for ethical decision-making. Additionally, the involvement of teachers and parents ensured a comprehensive support system for students, fostering a sustainable impact. This initiative underscores the vital role of community engagement in bridging the gap between academic knowledge and real-world applications. It also emphasizes the importance of incorporating digital ethics education into school curricula to prepare students for the complexities of an increasingly digital world. Looking ahead, the program offers a replicable model for other educational institutions aiming to enhance digital literacy and promote ethical social media use. Future iterations could explore longitudinal assessments to evaluate the long-term effects of such interventions and expand the scope to include additional digital challenges students face. This community service program exemplifies the potential of collaborative educational efforts to empower young individuals with the knowledge, skills, and values necessary for responsible digital citizenship, ultimately contributing to a more ethical and respectful online environment.

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