



## Pengendalian Cyberbullying Dan Hoax Melalui Pelatihan Terbimbing Di SMK Negeri 2 Tebing Tinggi

*Control Of Cyberbullying And Hoaxes Through Guided Training At SMK Negeri 2 Tebing Tinggi*

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### Info Artikel

| Submitted: 1 April 2025 | Revised: 28 April 2025 | Accepted: 5 May 2025

How to cite: Irving Josafat Alexander, etc., "Pengendalian Cyberbullying Dan Hoax Melalui Pelatihan Terbimbing Di SMK Negeri 2 Tebing Tinggi", *Sinesia : Journal of Community Service*, Vol. 2, No. 1, May, 2025, P. 49-56.

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### ABSTRACT

*The rapid development of information technology has brought both positive and negative impacts on daily life. One of the negative impacts that has become a concern is the rise of cyberbullying and the spread of hoaxes among students. SMK Negeri 2 Tebing Tinggi, as an educational institution, plays an important role in equipping students with strong digital literacy skills so that they can use technology wisely. This community service activity aims to analyze the effectiveness of guided training in improving students' understanding of the dangers of cyberbullying and hoaxes, as well as strategies to control them. The method used was a qualitative approach involving observation, interviews, and evaluations conducted before and after the training. The training results showed a significant increase in students' awareness and understanding, from initially lacking knowledge to being able to recognize and prevent cyberbullying and hoaxes. Moreover, the training also helped students develop critical thinking skills and digital ethics. Therefore, guided training has proven to be an effective strategy in fostering a healthy digital culture within the school environment.*

**Keyword:** Control, Cyberbullying, Hoax, Guided Training, SMK Negeri 2 Tebing Tinggi

### ABSTRAK

Perkembangan teknologi informasi yang pesat membawa dampak positif dan negatif dalam kehidupan sehari-hari. Salah satu dampak negatif yang menjadi perhatian adalah maraknya cyberbullying dan penyebaran hoaks di kalangan pelajar. SMK Negeri 2 Tebing Tinggi sebagai institusi pendidikan memiliki peran penting dalam membekali siswa dengan literasi digital yang baik agar mereka dapat menggunakan teknologi secara bijak. Pengabdian ini bertujuan untuk menganalisis efektivitas pelatihan terbimbing dalam meningkatkan pemahaman siswa mengenai bahaya cyberbullying dan hoaks serta strategi untuk mengendalikannya. Metode yang digunakan adalah pendekatan kualitatif dengan observasi, wawancara, dan evaluasi sebelum serta sesudah pelatihan. Hasil pelatihan menunjukkan peningkatan secara signifikan terkait kesadaran dan pemahaman siswa dari yang awalnya belum mengerti menjadi mampu mengenali serta mencegah cyberbullying dan hoaks. Selain itu, pelatihan ini juga membantu siswa dalam mengembangkan keterampilan berpikir kritis dan etika digital. Dengan demikian, pelatihan terbimbing menjadi strategi yang efektif dalam membentuk budaya digital yang sehat di lingkungan sekolah.

**Kata Kunci:** Pengendalian, Cyberbullying, Hoax, Pelatihan Terbimbing, SMK Negeri 2 Tebing Tinggi



## Introduction

The advancement of information and communication technology (ICT) in the current digital era has brought significant changes to various aspects of human life (Sinaga et al., 2024). This development is particularly evident in the field of education (Silaban et al., 2024), where technology offers numerous conveniences and benefits (Sirait, 2025). For instance, access to information has become faster and more extensive, allowing students and educators to obtain learning materials in real-time from various sources (Sirait et al., 2023). Moreover, technology enables the application of more engaging interactive learning methods, such as the use of educational videos, virtual simulations, and increasingly diverse online learning platforms (Alexander et al., 2024). However, behind these conveniences, the development of ICT also brings about new, complex, and concerning challenges (Alexander et al., 2023). One of the main challenges that has emerged is the misuse of digital media in the form of cyberbullying and the spread of hoaxes (false information) (Alexander et al., 2024). This phenomenon is becoming more widespread, especially among students who are highly active in using the internet and social media as part of their daily lives (Sirait et al., 2023). Unknowingly, the virtual world has turned into a public space where verbal violence, bullying, and the dissemination of unverified information occur (Silaban et al., 2024).

Cyberbullying can be defined as acts of intimidation, insult, or harassment carried out through digital means such as social media, messaging applications, or other online platforms (Siahaan et al., 2023). The impact of cyberbullying can be very serious, particularly for teenagers who are still in the stage of emotional development. Victims often experience psychological pressure, anxiety disorders, and even depression (Alexander et al., 2023). Some extreme cases indicate that victims of cyberbullying may lose self-confidence (Sinurat et al., 2024), withdraw from social environments, or even engage in self-harming behavior (Gani et al., 2023). On the other hand, the spread of hoaxes also brings equally serious negative consequences (Pardede et al., 2024). A hoax can be false or misleading information that is widely disseminated through the internet (Alexander et al., 2023). When a hoax is accepted and believed without verification, it can result in information chaos within society. Hoaxes not only harm individuals but can also trigger social conflicts, disrupt community stability, and damage the reputation of certain parties (Sirait et al., 2024). In the context of education, hoaxes can spread false information about learning materials, potentially misleading students (Siregar et al., 2023).

As an educational institution that prepares young generations to enter the workforce and society, SMK Negeri 2 has a great responsibility to equip students with various skills and knowledge, not only technical skills but also related to digital ethics and media literacy. Field data show that most students actively use

social media without adequate understanding of the potential dangers that lurk, whether in the form of cyberbullying or the spread of hoaxes. Awareness of these risks remains low, leading many students to be unable to identify or handle problems arising from the misuse of technology (Sirait et al., 2021). In response to this issue, the Community Service Team (PKM) organized an activity titled "*Controlling Cyberbullying and Hoaxes through Guided Training*" at SMK Negeri 2 Tebing Tinggi. This activity was systematically designed to provide students with a deep understanding of the negative impacts of cyberbullying and hoaxes. Moreover, the training also equips students with practical skills to prevent and address these issues (Pardede et al., 2024). Through guided training methods, students are encouraged to actively understand various forms of cyberbullying and hoaxes, recognize their characteristics, and master prevention and handling strategies (Pardede et al., 2024).

With this training, it is hoped that the students of SMK Negeri 2 Tebing Tinggi will not only be able to protect themselves from the threats of cyberbullying and hoaxes but also play the role of change agents who spread digital literacy within the school and the wider community. The students are expected to be wiser in utilizing digital media and become role models in creating a safe, healthy digital space free from violence and false information.

## **Methodology**

This Community Service Activity (PKM) uses the **Participatory Action Research (PAR)** method, which is a research method that involves active participation from participants, facilitators, and implementers throughout all stages of the activity (Silaban et al, 2021). The number of participants in this activity was 50 students. The PAR approach was chosen because it is highly suitable for training activities aimed at providing understanding, skills, and encouraging participants to engage directly in problem-solving. The method is carried out through the following stages:

- 1. Problem Identification**

The implementation team identifies the problems through coordination with the school and initial observations regarding the widespread use of social media among students, the potential exposure to cyberbullying, and hoaxes.

- 2. Activity Planning**

After identifying the problems, the team prepares an activity plan that includes material preparation, method determination, and the arrangement of tools and materials needed to support the training activities.

- 3. Activity Implementation**

The implementation of the activities is carried out using interactive lecture methods, group discussions, simulations, role-playing, and hands-on practice. Participants are encouraged not only to understand the material but also to practice directly how to identify hoaxes and handle cyberbullying.

#### 4. **Observation and Documentation**

During the activities, the implementation team conducts observations to monitor the involvement and responses of the participants. Documentation is done in the form of photos, videos, and field notes to capture the dynamics of the activity.

#### 5. **Evaluation**

Evaluation is conducted by asking oral questions at the end of the activity to measure participants' understanding, followed by a reflective discussion to understand the impact of the training and gather feedback from participants and accompanying teachers.

#### 6. **Reflection and Report Preparation**

The results of the evaluation and documentation are then analyzed descriptively and qualitatively to assess the positive impact of the activity and to serve as input for improving similar activities in the future.

Through the **PAR method**, it is expected that there will be an increase in students' knowledge, skills, and awareness regarding cyberbullying and hoaxes.

### **Results and Discussion**

The socialization activity held at SMK Negeri 2 Tebing Tinggi demonstrated a positive and significant impact in increasing students' awareness and understanding of the dangers of cyberbullying and hoaxes. Through this activity, students gained a better understanding of the negative consequences of cyberbullying, both for the victims and the perpetrators, and realized the harmful effects of spreading false information on social media. This awareness is reflected in the increased caution shown by students when consuming and sharing information, as well as a growing understanding of the importance of maintaining ethics while interacting in the digital world. In addition to raising awareness, this activity also successfully provided students with practical knowledge on how to identify cyberbullying and hoaxes, as well as the appropriate steps to handle them. Through simulations, case studies, and discussions, students were trained to store evidence, recognize hoax characteristics, and understand how to report incidents to the appropriate authorities. Participants felt more confident and prepared to deal with situations related to cyberbullying or false information, whether as victims, witnesses, or reporters (Pardede et al, 2024).

This activity also contributed to building a positive culture in the use of social media among students. Students were encouraged to utilize social media as a platform for sharing positive information, learning, and self-development, rather than as a place to spread hate speech or fake news. With the knowledge gained, it is expected that students can create a healthy digital environment and become role models for their peers. The enthusiasm of the participants became one of the indicators of the success of the activity. Throughout the event, students demonstrated active participation through questions and answers, sharing experiences, and showing enthusiasm in simulations and practices. This indicates that the material presented was highly relevant to their daily lives and able to meet their needs as a digital generation. The school also expressed appreciation for the

implementation of this activity, as it was considered to provide concrete guidance to students on how to use social media wisely.



**Picture 1. The community service team took a group photo with the training participants.**

The success of this activity was inseparable from the use of **participatory and interactive learning methods**. This approach enabled students to be directly involved, not only as listeners but also as active participants in simulations and practical exercises. The material was also tailored to the students' level of understanding, making it easier to comprehend and apply. Moreover, support from the school, teachers, and community participation played a crucial role in strengthening the impact of the activity.

However, the implementation of this activity also faced several challenges. The **limited time** made it impossible to cover some of the material in depth. Additionally, some students still struggled to understand how to use information verification tools, mainly due to unfamiliarity with specific technologies. Not all participants had adequate internet access to continue practicing at home. These challenges became valuable inputs for the evaluation of similar programs in the future, with solutions including extended training time, more intensive assistance, and the provision of supporting facilities such as internet access during the activity.

Overall, this activity is expected not only to have a short-term impact in terms of increasing knowledge and skills but also to have a long-term impact in creating a safer and more comfortable school environment. As digital literacy among students improves, it is hoped that they will contribute to reducing the spread of hoaxes and preventing cyberbullying, both in the school environment and in the community. Therefore, this program needs to be supported by follow-up activities and collaboration between schools, parents, and the community to build a healthy, safe, and responsible digital culture for the younger generation.

## Closing

The socialization program "Controlling Cyberbullying and Hoaxes through Guided Training" at SMK Negeri 2 Tebing Tinggi successfully increased students' awareness of the dangers of cyberbullying and hoaxes. The results were evident from the increased understanding of negative impacts, the ability to identify and report cases, and the creation of a positive culture in social media use. This success was supported by interactive learning methods, relevant material, and active involvement from both the school and students. However, challenges such as limited time, understanding verification tools, and internet access were still encountered. For long-term impact, continuous efforts from schools, parents, and the community are needed to create a safer digital environment.

## Recomendation

To ensure long-term effectiveness, the socialization program needs to be conducted periodically with a broader scope so that students' understanding continues to develop. Additionally, intensive mentoring should be provided through follow-up sessions focusing on technical aspects, such as information verification and reporting cyberbullying cases. Providing internet access and technological devices is also essential to support students who face limitations in participating in the training. The active role of schools and teachers is crucial in guiding students to understand digital ethics and encouraging responsible use of social media. Equally important is the involvement of parents in monitoring their children's digital activities and providing education about the dangers of cyberbullying and hoaxes. Moreover, the community should also play a role in disseminating accurate information to create a safer and healthier digital environment.

## Thank-You Note

The community service team expresses their gratitude to the principal, vice principal, all teachers, educational staff, and students of SMK Negeri 2 Tebing Tinggi, as well as all parties who have contributed during the implementation of this community service activity.

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