



Legal Counseling on Cybercrime : Educating Students of State Vocational High School 2 Palangka Raya on Digital Offenses and Their Legal Protection

Indang Sulastri¹, Satriya Nugraha^{2*}, Bulan Tri Hardianty Hasanah³, Dea Ariesta⁴

¹⁻⁴ Fakultas Hukum Universitas Palangka Raya, Indonesia

Email: satriya@law.upr.ac.id ^{2*}

Address: Jalan Hendrik Timang, Kota Palangka Raya, Provinsi Kalimantan Tengah, Indonesia, 73112

* Corresponding Author

Article History:

Received: 20 Agustus, 2025;

Revised: 04 September, 2025;

Accepted: 18 September, 2025;

Published: 20 September, 2025;

Keywords: Cybercrime; Legal Awareness; Legal Counseling; Legal education; Students.

Abstract. This community service activity was carried out by the Faculty of Law, University of Palangka Raya, at SMK Negeri 2 Palangka Raya as an effort to enhance legal awareness among students. The background of this program lies in the increasing legal issues related to digital crimes and the urgent need for students to understand their legal rights and obligations in everyday life. The rapid growth of digital technology has led to an increased risk of cybercrimes, such as online fraud, cyberbullying, and data privacy violations, which have significant implications for individuals, particularly students. The main objective of this activity is to provide students with a comprehensive understanding of cybercrime, misuse of information technology, and the importance of responsible behavior in using social media. The methods applied in this program include interactive lectures, group discussions, case studies, and role-playing simulations, which encouraged students to actively participate in the learning process. The results indicated that students were able to grasp the fundamentals of laws related to cybercrime, recognize the potential dangers of irresponsible technology use, and demonstrate improved critical attitudes in responding to possible legal issues in daily activities. Furthermore, the program strengthened collaboration between the academic environment and vocational schools in building a young generation with strong legal awareness. In conclusion, interactive-based legal counseling proved effective in fostering legal awareness values among students, helping them make informed decisions in their digital interactions.

1. INTRODUCTION

The rapid development of information and communication technology over the past few decades has had a significant impact on various aspects of societal life. One of the most striking changes is the transition of a substantial part of social, economic, and cultural activities into the digital sphere. Society is now increasingly dependent on the internet and social media for various purposes, ranging from communication and entertainment to business transactions. However, this advancement also entails consequences in the form of an increase in criminal acts committed in cyberspace, such as online fraud, personal data breaches, dissemination of false information, and other forms of cybercrime. Digital crime, legally referred to as "cybercrime," has become an increasingly tangible threat, particularly for students who lack adequate understanding of the risks that may arise from imprudent use of the internet.

Amidst the increasing prevalence of cybercrime, public understanding—particularly among the younger generation—regarding the law and protection against digital crimes remains significantly limited. Although society is becoming more connected to the digital sphere, many individuals remain unaware that students' actions in cyberspace may constitute potential violations of the law (Pudjiarti et al., 2023). Students, as part of the younger generation who are extensively engaged with the internet, constitute a highly vulnerable group, both as potential perpetrators and as victims of digital crime. This phenomenon demonstrates a legal literacy gap that must be bridged, particularly concerning the regulation of cyberspace, which remains minimal among students, especially those in vocational high schools (SMK), who interact more intensively with digital technologies in both their educational process and daily activities.

SMK Negeri 2 Palangka Raya, as one of the educational institutions established in this city, holds a significant role in shaping the younger generation to become not only skilled in specific areas of expertise but also knowledgeable of the legal norms prevailing within society. Vocational high school (SMK) students constitute a highly potential group to be provided with legal education on cybercrime, as they are at an age particularly vulnerable to the temptations of negative conduct in cyberspace. Considering that vocational education is more oriented toward the provision of practical skills, it is essential for such educational institutions to also impart an understanding of the legal responsibilities inherently attached to every individual engaging with information technology.

The necessity of enhancing the understanding of digital criminal law among the students of SMK Negeri 2 Palangka Raya is further reinforced by the fact that students frequently utilize social media and other digital applications without considering the long-term consequences of their activities. Several types of cybercrimes that are prevalent among students include cyberbullying, the dissemination of pornographic content, defamation through social media, and fraud committed via online shops (Hendriyadi & Malik, 2024). Such offenses not only inflict harm upon the individuals victimized but may also potentially subject students to legal proceedings should they fail to exercise due caution in their interactions within the digital sphere.

Furthermore, the existence of the Law on Electronic Information and Transactions (Undang-Undang Informasi dan Transaksi Elektronik/UU ITE), which governs various criminal acts committed in cyberspace—such as the dissemination of false information (hoaxes), pornography, and fraud—serves as a legal foundation that must be understood by students. This law contains provisions that may be applied to any individual found guilty of

committing criminal acts in the digital sphere. However, notwithstanding the enactment of the UU ITE, many students remain unaware of the legal consequences they may face should they engage in unlawful conduct online (Aji & Wahyuni, 2024). Therefore, legal counseling on cybercrime is highly necessary to provide students with a deeper understanding of such legal implications.

The importance of understanding digital crime is also closely related to efforts to safeguard students' personal rights in cyberspace (Rafid & Nurita, 2025). As active users of social media and other digital platforms, students often upload their personal information without realizing that such data may be misused by irresponsible parties. For instance, the theft of personal data through social media or insecure online transactions may potentially cause students financial as well as psychological harm. Through the provision of legal counseling on cybercrime, it is expected that students will exercise greater caution in managing their personal data and be aware of the proper legal steps to take should they become victims.

This community service activity is aimed at raising awareness among students of SMK Negeri 2 Palangka Raya regarding the importance of maintaining proper ethics and conduct in the digital sphere. Furthermore, it seeks to introduce various forms of cybercrime that may occur in cyberspace, along with preventive measures. By providing clear information on how an individual may become entangled in legal liability due to digital criminal acts, students are expected to develop a more cautious attitude when engaging in online activities. In addition, students are expected to understand the importance of safeguarding their personal data security and to actively participate in preventing the occurrence of digital crimes within their surroundings.

One of the greatest challenges in legal education for students lies in the prevailing perception that law applies only to adults or to those directly engaged in legal practice. In reality, cybercrime recognizes no age boundaries, and every individual connected to the internet is at risk of becoming either a victim or a perpetrator. Therefore, it is crucial for educational institutions such as SMK Negeri 2 Palangka Raya to begin introducing digital criminal law at an early stage, so that students may develop awareness and a sound understanding of the legal consequences arising from their actions in cyberspace. Such education may also contribute to reducing the incidence of cybercrimes involving children and adolescents.

Through this legal awareness program, it is expected that there will be a significant change in the manner in which students interact within the digital sphere. Legal counseling on cybercrime will provide students with an understanding of the importance of exercising critical

judgment before engaging in any online activity. Students will also be taught to recognize potential threats in cyberspace and the means by which they may protect themselves from various forms of fraud, cyber-violence, and other criminal acts. Furthermore, students will be informed of the appropriate steps to be taken should they become victims of cybercrime, both in terms of legal remedies and the protection of their personal data.

This activity also has the potential to foster a more prudent mindset among students in the use of social media. A strong understanding of the negative implications of one's actions in cyberspace may reduce behaviors that are harmful both to oneself and to others. In the long term, this will contribute to the creation of a safer, more ethical, and more responsible digital environment. Therefore, legal counseling on cybercrime is not only essential to protect students as individuals, but also to cultivate a stronger legal culture among the younger generation.

As part of efforts to enhance legal awareness, this activity also involves direct interaction between the resource persons and the students, which is expected to foster a deeper understanding. Through interactive methods and the use of real case studies, students are able to more easily comprehend the material delivered. The legal counseling is further complemented by simulations or role-playing exercises designed to illustrate how cybercrimes may occur and what measures should be taken in response. In this manner, students are not merely passive recipients of information, but also engage in direct experiential learning that reinforces the importance of ethical conduct in the use of technology.

Ultimately, this activity will broaden the horizons of the students of SMK Negeri 2 Palangka Raya in recognizing that the digital sphere entails significant legal responsibilities. By acquiring a more comprehensive understanding of cyber criminal law, students are expected to become more responsible internet users, with heightened awareness of the need to safeguard their privacy and personal data security. This, in turn, will serve as an essential provision for the students in facing the challenges of an increasingly dynamic digital era

2. LITERATUR REVIEW

Cyber Criminal Law

The development of information technology has given rise to new forms of cybercrime, including online fraud, hacking, identity theft, dissemination of prohibited content, and attacks on network systems (Pansariadi & Soekorini, 2023). In response to these threats, various countries, including Indonesia, have established regulations on cyber criminal law, one of which is the Electronic Information and Transactions Law (Undang-Undang Informasi dan Transaksi Elektronik, hereinafter "UU ITE"), most recently amended by Law No. 1 of 2024.

Nevertheless, the implementation of the UU ITE continues to face challenges, both in terms of the public's limited understanding of digital legal risks and the inadequate capacity of law enforcement officials in addressing the complexity of cybercrime (Maesaroh, 2024).

The literature demonstrates that the anonymous nature of the internet, coupled with the use of encryption technologies and Virtual Private Networks (VPNs), significantly complicates the identification of perpetrators (Hukom & Setiadi, 2025). Additional obstacles include cross-border jurisdictional issues, which necessitate international cooperation in the enforcement of cyber criminal law (Dinda, 2024). On the other hand, legal scholars emphasize the importance of preventive measures through digital legal education for society, particularly for the younger generation, who are vulnerable to becoming either victims or perpetrators. Legal education at the school level is viewed as an essential means to instill awareness of digital ethics, personal data protection, and the legal consequences of deviant behavior in cyberspace (Prawiro et al., 2025).

Recent studies further highlight the importance of personal data protection as a crucial legal instrument in preventing digital crimes, as accommodated under the Personal Data Protection Law of 2020. To establish a secure digital ecosystem, scholars underscore the necessity of a comprehensive approach that does not rely solely on regulation but also includes the strengthening of law enforcement capacity, cross-sectoral collaboration, and the enhancement of public legal literacy (Farid, 2023; Sutrisno, 2018). Accordingly, cyber criminal law must be understood not merely as a repressive instrument but also as a preventive strategy oriented toward the development of a digital legal culture that is ethical, secure, and accountable (Pardede et al., 2024).

The Threat of Digital Crime in the Modern Era

The development of information technology has generated increasingly complex forms of digital crime (cybercrime), ranging from online fraud, identity theft, and hacking to the dissemination of illegal content. This phenomenon demonstrates that the digital sphere is not merely a medium of communication but also a domain highly vulnerable to misuse for criminal purposes (Butarbutar, 2023; Faizah et al., 2025). The anonymous nature of cybercrime presents serious challenges for law enforcement, both in terms of detection and prosecution, while its consequences cause significant harm to victims, materially as well as psychologically (Laksana & Mulyani, 2024).

The literature further highlights the diverse forms of cybercrime that frequently target the wider public, including investment fraud, data theft through mobile devices, ransomware

attacks, and denial of service (DDoS) assaults that disrupt network system stability (Samsumar et al., 2025). Cyberbullying among adolescents has become a particular concern, given its severe impact on victims' mental health, which may lead to depression or even suicide (Avianingrum, 2024). Numerous studies emphasize that weak digital literacy and a lack of legal awareness are factors that heighten society's vulnerability to such threats (Arisandi, 2022).

Recent scholarship underscores that the prevention of cybercrime cannot be achieved solely through regulation but requires a comprehensive strategy involving the enhancement of digital literacy, the protection of personal data, and the strengthening of cross-sectoral collaboration (Firmansyah, 2025). In Indonesia, legal instruments such as the Electronic Information and Transactions Law (UU ITE) and the Personal Data Protection Law serve as fundamental frameworks, although their implementation continues to face obstacles, particularly concerning public awareness and the institutional capacity of law enforcement authorities (Hartono, 2023). Accordingly, the literature affirms that fostering a digital legal culture that is ethical and accountable constitutes a key measure in mitigating the risks of digital crime in the modern era (Hidayat, 2021).

Legal Education for the Younger Generation

Legal education for the younger generation is regarded as a crucial element in shaping a law-conscious society. Several studies emphasize that legal education is not limited to the introduction of formal rules but also entails fostering awareness of rights, obligations, and the relevance of law in everyday life, particularly in the digital era (Triuspita et al., 2022). The main challenge identified in the literature is the lack of attention to legal subjects at the primary and secondary levels of education, resulting in a tendency among young people to fail to recognize the direct relationship between law and the social realities they encounter (Fauzan, 2021).

The literature also highlights that the increasing prevalence of digital crimes—such as cyberbullying, online fraud, and identity theft—demands the integration of digital legal issues into the educational curriculum (Gufran & Rostati, 2025). Legal education is thus conceived not merely as the transfer of knowledge but also as a medium for developing critical thinking skills, enabling the younger generation to assess the fairness of legal norms and to exercise prudence in their online activities (Hutama & Sabijanto, 2023). In this way, legal education equips young people with practical skills to protect themselves while simultaneously fostering awareness of digital responsibility.

Furthermore, recent scholarship underscores the importance of a collaborative approach in the implementation of legal education. The role of schools, families, and communities constitutes a significant supporting factor in shaping a younger generation characterized by integrity, respect for human rights, and strong legal awareness. Legal education based on ethics and democratic values is considered a vital instrument to prepare the younger generation to become agents of change capable of confronting the challenges of globalization and technological advancement (Tanjung et al., 2024). Accordingly, the literature affirms that comprehensive legal education is not only relevant to the physical world but is also indispensable in fostering a positive legal culture within the digital sphere.

Prevention of Cybercrime through Legal Awareness Programs

The body of literature demonstrates that cybercrime constitutes a serious threat in the digital era, encompassing online fraud, identity theft, cyberbullying, and attacks on computer systems. In Indonesia, the increasing reliance on digital technologies has corresponded with a rise in cybercrime cases, rendering preventive measures an urgent necessity. Legal awareness programs (*penyuluhan hukum*) are regarded as one of the most effective approaches, as they not only enhance public awareness of the risks of cyberspace but also provide practical knowledge concerning legal protection and preventive measures (Prabowo et al., 2024).

The literature underscores the importance of such programs in introducing various forms of digital crime and in disseminating knowledge regarding personal data protection as regulated under Law No. 27 of 2022 on Personal Data Protection and the Electronic Information and Transactions Law (UU ITE). Through such education, the public is expected to become more sensitive to digital threats, capable of safeguarding the confidentiality of personal information, and cognizant of the legal consequences of conduct in cyberspace. Moreover, legal education directed at the younger generation is considered vital, as they are the largest users of digital technology and the most vulnerable group to cybercrime victimization (Näsi et al., 2015).

Furthermore, research highlights that the effectiveness of legal awareness initiatives is influenced by the methods employed. Case simulations, real-case-based approaches, and collaboration with private sector actors have been shown to enhance public comprehension and awareness (Palmer et al., 2016). However, a major challenge lies in the issue of accessibility, particularly for communities in remote areas with limited exposure to technology (Utomo et al., 2025). Accordingly, the literature emphasizes the necessity of adaptive legal awareness strategies, whether through online platforms, local community engagement, or cross-sectoral collaboration, in order to foster a safer, more ethical, and responsible digital legal culture.

3. IMPLEMENTATION METHOD

The implementation of this community service activity employs a service-learning approach (Salam et al., 2019), namely a pedagogical method that integrates theoretical knowledge with practical application through the active involvement of students in legal awareness programs concerning cybercrime. Through this method, students not only acquire an understanding of legal theory, particularly in relation to the Electronic Information and Transactions Law (Undang-Undang ITE) and various forms of digital crime such as online fraud, cyberbullying, hacking, and personal data protection, but are also able to apply such knowledge directly in daily life by acting as peer educators and community legal counsellors.

The stages of the activity comprise the preparation of teaching materials, intensive training for students concerning substantive law and communication skills, the implementation of the legal awareness program, and reflection in the form of student reports or journals documenting their experiences. Throughout this process, students receive guidance from teachers or mentors to ensure that the materials delivered are both relevant and accurate. Evaluation is conducted by measuring the level of understanding of the participants, including both students and the community, in order to assess the effectiveness of the program and to identify challenges encountered during its implementation.

The activity was conducted at SMK Negeri 2 Palangka Raya, Jl. R. A. Kartini No. 1, on 11 August 2025 from 13:00 WIB until completion, with approximately 30–40 participants consisting of students and teachers. The implementation emphasized not only the enhancement of legal knowledge but also the development of students' soft skills, such as communication, leadership, empathy, and social responsibility, through collaboration among schools, local communities, and relevant institutions. Accordingly, the activity is expected to generate dual benefits: strengthening digital legal awareness within society while simultaneously equipping students with meaningful learning experiences.

4. RESULT AND DISCUSSION

Legal Awareness Program on the Dangers of Digital Crime and Preventive Measures

The Community Service activity in the form of a legal awareness program on the dangers of digital crime was conducted at the Hall of SMK Negeri 2 Palangka Raya, Jl. R.A. Kartini No. 1, on 12 August 2025 from 08:00 to 11:00 WIB. The event was formally opened by the Principal of SMK Negeri 2 Palangka Raya, Mrs. Lilik Setyawati, S.Pd., accompanied by Mrs. Theresia, S.Pd., as Vice Principal for Public Relations, and Mrs. Theresia Dessy, M.Pd., as a representative of the teaching staff. A total of 47 students from grades X, XI, and XII

participated in the program. The diverse attendance across different grade levels reflected the students' enthusiasm and concern regarding the increasing prevalence of digital crime in the era of technological advancement.

During the presentation session, the main theme delivered was "Legal Awareness Program on the Dangers of Digital Crime as well as Its Prevention and Protection for Students of SMK Negeri 2 Palangka Raya." The Community Service Team from the Faculty of Law, Universitas Palangka Raya, served as speakers and consisted of: Indang Sulastri, S.H., LL.M., as the head of the community service team who provided the introduction; Satriya Nugraha, S.H., M.Hum., who discussed the definition, threats, and phenomena of digital crime in Indonesia; Bulan Tri Hardianty H., who presented data on digital application users and cases involving students as victims of digital crime; and Dea Ariesta, who explained preventive strategies and legal protection mechanisms against digital crime. The materials were presented interactively using language that was accessible to students, thereby facilitating participants' understanding of the legal substance conveyed.



Figure 1. Opening of Community Service Activities in the Hall of SMKN 2 Palangka Raya.



Figure 2. Presentation by the First Resource Person, Mrs. Indang Sulastri, S.H., LL.M.

In the concluding session, the activity continued with a dynamic discussion and question-and-answer session. The participants demonstrated high enthusiasm by raising questions regarding the authority of law enforcement in handling digital crime, the role of educational

institutions in preventing digital crime within the school environment, and the contributions of students, parents, and the community in supporting the school's efforts to address these challenges. The discussion not only reinforced students' comprehension of legal aspects but also fostered collective awareness that the prevention of digital crime requires synergy among all elements, both individuals and institutions. Accordingly, this community service activity successfully achieved its objectives, namely to enhance legal awareness while simultaneously cultivating critical thinking and social responsibility among the younger generation.



Figure 3. Delivery of Introductory Material by the Second Resource Person, Mr. Satriya Nugraha, SH., M.Hum.

Impact and Attainment of the Legal Awareness Program Conducted

The community service activity conducted at SMKN 2 Palangka Raya successfully achieved its intended objectives. Through socialization and legal counseling, students gained a better understanding of various forms of cybercrime that are increasingly prevalent, including online fraud, hacking, cyberbullying, defamation, and the dissemination of illegal content. The presentation on the Law on Electronic Information and Transactions (ITE Law) as well as the Personal Data Protection Law (PDP Law), along with the relevant provisions, provided students with new insights into their legal rights as well as the legal consequences of deviant behavior in the digital sphere. This program enhanced students' awareness of the importance of maintaining ethics and responsibility when utilizing technology and social media.



Figure 4. Questions by Counseling Participants in the Q&A Session.

The objectives were further achieved through the provision of practical skills on how to protect personal data and identify signs of digital crimes, such as phishing, malware, and online fraud. Students not only comprehended the theoretical aspects but also acquired practical knowledge on simple steps to safeguard personal information. Moreover, the program encouraged students to act as agents of change by disseminating the knowledge gained to peers and their surrounding community. This demonstrates that the community service activity fostered a sense of collective responsibility in building a secure digital environment.

In terms of the target audience, the program was directed at 47 students of SMKN 2 Palangka Raya, consisting of classes X, XI, and XII. The implementation of activities through the delivery of materials, discussions, and in-depth Q&A sessions proceeded smoothly and with great enthusiasm. The active participation of the students indicated that the objectives were well accomplished, as they were not merely passive listeners but actively engaged in the counseling process. Such involvement proves the positive reception of the materials presented and their relevance to the students' lives as members of the digital generation.



Figure 5. Questions by Counseling Participants in the Q&A Session.



Figure 6. Closing of Community Service Activities.

This program also provided tangible benefits for the students. They acquired a more comprehensive understanding of cybercrime, the available legal protections, and the importance of maintaining digital ethics. These benefits were evident in the increased awareness of their rights and obligations in cyberspace, leading them to act with greater caution and prudence in online interactions. The practical skills gained, such as how to secure personal data and the steps to take when victimized by digital crime, further strengthened their preparedness in confronting the challenges of the digital era.

Furthermore, the benefits extended beyond the individual level to the students' social environment. Participants were encouraged to disseminate the knowledge acquired, thereby fostering a safer, more ethical, and more responsible digital environment. Socially, this activity contributed to cultivating a positive digital legal culture, in which students not only understood legal norms but also applied them as behavioral guidelines. Accordingly, this community service program has made a significant contribution to improving the quality of the younger generation, both in terms of knowledge, attitudes, and digital skills grounded in law and ethics, equipping them to face the rapid development of technology.

5. CONCLUSION DAN RECOMMENDATION

The community service program conducted at SMKN 2 Palangka Raya can be concluded as a successful initiative that has made a tangible contribution to enhancing digital legal literacy among students. Through a series of counseling sessions, discussions, and interactive question-and-answer activities, this program not only succeeded in transferring knowledge regarding various forms of cybercrime, relevant legal regulations, as well as ethics and responsibilities in the use of technology, but also effectively fostered students' critical awareness of the importance of safeguarding themselves and their environment in cyberspace. The outcomes demonstrated that the students did not merely comprehend theoretical aspects, but were also able to internalize practical skills to protect personal data, identify digital threats, and

understand the legal procedures to be undertaken when confronted with cybercrime. This indicates that the objectives of the program were achieved successfully, generating even broader benefits by encouraging students to act as agents of change in creating a positive digital legal culture. More profoundly, the success of this program illustrates that preventive legal education can serve as an effective strategy to minimize the vulnerability of young generations to digital crimes. Therefore, this community service program is not only important as a fulfillment of the Tri Dharma of higher education, but also holds strategic value in equipping students to face the challenges of the digital era with intelligence, prudence, and integrity.

As a follow-up to the community service program at SMKN 2 Palangka Raya, strategic measures are required to ensure that the benefits obtained by students are sustainable and further developed. First, the school, in collaboration with higher education institutions, may initiate periodic digital legal literacy programs, in the form of advanced counseling, thematic seminars, or practical training, thereby enabling students to continuously update their knowledge regarding the evolving modes of cybercrime and the latest legal policies. Second, the integration of digital literacy and social media ethics into school learning activities becomes an important step to ensure that digital legal awareness is consistently embedded in students' academic life. Third, a closer collaboration must be established between schools, parents, and law enforcement authorities in order to create a secure digital ecosystem, thereby ensuring that cybercrime prevention is carried out in an integrated and multi-layered manner.

In addition, the Faculty of Law of Universitas Palangka Raya may assume a role as a sustainable partner by providing academic assistance, applied research, and legal clinics focusing on digital issues. This not only strengthens the position of schools as educational institutions that are adaptive to the challenges of the digital era but also manifests the concrete contribution of higher education institutions in supporting preventive legal education at the secondary level. Accordingly, this community service program does not end as a temporary initiative, but rather evolves into a continuous digital legal education movement, capable of shaping a younger generation that is legally literate, ethically responsible, and resilient in facing the dynamics of the digital world.

ACKNOWLEDGMENT

The implementing team of the community service program hereby extends its deepest gratitude to the Faculty of Law, Universitas Palangka Raya, for the support and funding provided, which enabled the successful implementation of this program. Appreciation is likewise conveyed to SMK Negeri 2 Palangka Raya, which graciously served as the partner

institution, providing facilities, space, and the active participation of teachers and students in ensuring the success of this legal counseling activity.

Furthermore, the highest appreciation is accorded to the community service team of the Faculty of Law, Universitas Palangka Raya, for their dedicated cooperation throughout the stages of preparation, implementation, and the drafting of the activity report. Without the support, collaboration, and collective spirit of all parties involved, this program could not have been executed successfully nor provided meaningful benefits to the participants and the wider community.

REFERENCES

- Aji, A. B., & Wahyuni, H. A. (2024). Bijak bermedia sosial dengan memahami konsekuensi hukum bagi generasi milenial. *Jurnal Arba-Multidisiplin Pengabdian Masyarakat*, 1(2), 37-42.
- Arisandi, A. (2022). Penegakan hukum terhadap pelaku penyebaran konten pornografi melalui media elektronik di wilayah hukum Tanjung Jabung Barat (Studi kasus putusan Nomor: 4/Pid. Sus/2022/Pn Ktl). *Universitas Batanghari*.
- Avianingrum, N. A. (2024). Penanganan cyberbullying terhadap remaja dalam perspektif hukum siber di Indonesia: Tinjauan normatif yuridis. *Staatsrecht: Jurnal Hukum Kenegaraan Dan Politik Islam*, 4(1), 51-77. <https://doi.org/10.14421/n3xx0g94>
- Butarbutar, R. (2023). Kejahatan siber terhadap individu: Jenis, analisis, dan perkembangannya. *Technology and Economics Law Journal*, 2(2), 3. <https://doi.org/10.21143/TELJ.vol2.no2.1043>
- Dinda, A. L. S. (2024). Efektivitas penegakan hukum terhadap kejahatan siber di Indonesia. *AL-DALIL: Jurnal Ilmu Sosial, Politik, Dan Hukum*, 2(2), 69-77. <https://doi.org/10.58707/aldalil.v2i2.777>
- Faizah, Y. N., Sakti, E., & Toyyib, M. (2025). Modus kejahatan cyber di e-commerce: Strategi, ancaman, dan cara menghindarinya. *JBT (Jurnal Bisnis Dan Teknologi)*, 12(1).
- Farid, A. (2023). Literasi digital sebagai jalan penguatan pendidikan karakter di era society 5.0. *Cetta: Jurnal Ilmu Pendidikan*, 6(3), 580-597. <https://doi.org/10.37329/cetta.v6i3.2603>
- Firmansyah, H. (2025). Analisis skema ponzi dalam penipuan investasi berkedok teknologi AI: Studi kasus Xpertise Future Analytics Indonesia tahun 2024. *Jurnal Audiens*, 6(2), 381-393. <https://doi.org/10.18196/jas.v6i2.584>
- Gufran, G., & Rostati, R. (2025). Peran pendidikan kewarganegaraan dalam menata kesadaran hukum bagi generasi muda: Kajian pustaka. *Jurnal Pendidikan Dan Kebudayaan*, 2(01), 30-36. <https://doi.org/10.56842/jpk.v2i01.433>
- Hartono, B. (2023). Ransomware: Memahami ancaman keamanan digital. *Bincang Sains Dan Teknologi*, 2(02), 55-62. <https://doi.org/10.56741/bst.v2i02.353>
- Hendriyadi, H., & Malik, A. (2024). Pemahaman mahasiswa hukum terhadap UU ITE dalam bermedia sosial (Studi pada mahasiswa Fakultas Syariah UIN Raden Intan Lampung). *PESHUM: Jurnal Pendidikan, Sosial Dan Humaniora*, 4(1), 273-285.

- Hidayat, S. A. (2021). Tinjauan yuridis pencurian data pribadi di online shop menggunakan malware (Studi Kasus Putusan Nomor: 252/Pid. Sus/2020/PN. SMN). *Universitas Hasanuddin*.
- Hukom, R., & Setiadi, M. H. (2025). Pengaruh media sosial terhadap pola kejahatan di era digital: Studi kriminologi dengan pendekatan netnografi. *Perkara: Jurnal Ilmu Hukum Dan Politik*, 3(1), 750-768. <https://doi.org/10.51903/perkara.v3i1.2353>
- Hutama, V., & Sabijanto, V. V. (2023). Meningkatkan kesadaran hukum di kalangan masyarakat marginal melalui penyuluhan. *Multiverse: Open Multidisciplinary Journal*, 2(2), 212-218. <https://doi.org/10.57251/multiverse.v2i2.1130>
- Laksana, T. G., & Mulyani, S. (2024). Pengetahuan dasar identifikasi dini deteksi serangan kejahatan siber untuk mencegah pembobolan data perusahaan. *Jurnal Ilmiah Multidisiplin*, 3(01), 109-122. <https://doi.org/10.56127/jukim.v3i01.1143>
- Maesaroh, R. S. (2024). Tantangan keamanan siber dan implikasinya terhadap hukum kenegaraan: Tinjauan atas peran negara dalam menjamin ketahanan digital. *Staatsrecht: Jurnal Hukum Kenegaraan Dan Politik Islam*, 4(2), 255-274. <https://doi.org/10.14421/3n8bxw79>
- Näsi, M., Oksanen, A., Keipi, T., & Räsänen, P. (2015). Cybercrime victimization among young people: A multi-nation study. *Journal of Scandinavian Studies in Criminology and Crime Prevention*, 16(2), 203-210. <https://doi.org/10.1080/14043858.2015.1046640>
- Palmer, J., Llorens, B., Kaufman, S., Gibbons, C., Chowdhury, M., Chen, C., & Fu, X. (2016). Modeling cyber crimes and investigations for digital forensics education. *Journal of The Colloquium for Information Systems Security Education*, 4(1), 23.
- Pansariadi, R. S. B., & Soekorini, N. (2023). Tindak pidana cyber crime dan penegakan hukumnya. *Binamulia Hukum*, 12(2), 287-298. <https://doi.org/10.37893/jbh.v12i2.605>
- Pardede, A., Setyabudi, C. M., & Nita, S. (2024). Penegakan hukum terhadap kasus siber di Ditreskrimsus (Studi Kasus pada Polda Metro Jaya Tahun 2022). *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 18(2), 1056-1069. <https://doi.org/10.35931/aq.v18i2.3386>
- Prabowo, F. H. E., Sujai, I., & Fadillah, D. R. (2024). Peningkatan keterampilan digital bagi kelompok informasi masyarakat (KIM) & masyarakat desa dalam upaya pencegahan penyebaran berita hoax. *Langgam Pustaka*.
- Prawiro, R., Jamhur, A. I., Ariandi, V., & Afira, R. (2025). Literasi keamanan digital edukasi perlindungan data pribadi bagi remaja di era media sosial pada organisasi pemuda dan karang taruna Nagari Sungai Pinang. *Jurnal Pesona Nusantara*, 1(2), 7-15.
- Pudjiarti, E., Faizah, S., & Hardani, S. (2023). Analisa kesadaran masyarakat terhadap bahaya cybercrime pada penggunaan teknologi dan media sosial. *Bina Insani ICT Journal*, 10(1), 24-27. <https://doi.org/10.51211/biict.v10i1.2258>
- Rafid, R., & Nurita, R. F. (2025). Dinamika pendidikan dan hukum di era digital: Tantangan dan peluang dalam menghadapi transformasi teknologi. *MLJ Merdeka Law Journal*, 6(1).
- Salam, M., Awang Iskandar, D. N., Ibrahim, D. H. A., & Farooq, M. S. (2019). Service learning in higher education: A systematic literature review. *Asia Pacific Education Review*, 20(4), 573-593. <https://doi.org/10.1007/s12564-019-09580-6>

- Samsumar, L. D., Nasiroh, S., Farizy, S., Anwar, C., Mursyidin, I. H., Rosdiyanto, R., Widiyanto, W. W., Mutiarawan, R. A., Mukin, R., & Yusnanto, T. (2025). Keamanan sistem informasi: Perlindungan data dan privasi di era digital. *Hadla Media Informasi*.
- Sutrisno, S. (2018). Ancaman keamanan era milenial dan tekstur pendidikan tinggi (Sebuah pembacaan sosiologik). *Jurnal Ilmu Kepolisian*, 12(2), 13. <https://doi.org/10.35879/jik.v12i2.20>
- Tanjung, A. Q., Suciptaningsih, O. A., & Asikin, N. (2024). Urgensi etika dalam literasi digital di era globalisasi. *WASIS: Jurnal Ilmiah Pendidikan*, 5(1), 32-41. <https://doi.org/10.24176/wasis.v5i1.11566>
- Triuspita, N., Halimah, L., Hendrawan, J. H., & Khotimah, N. (2022). Penanaman kesadaran hukum cybercrime di kalangan generasi muda. *JCES (Journal of Character Education Society)*, 5(2), 555-564.
- Utomo, A., Desi, Y. P., Nababan, S., & Widhihatmini, W. (2025). Model komunikasi dalam meningkatkan literasi digital pada masyarakat Labuan Bajo Nusa Tenggara Timur. *Jurnal Pekommas*, 10(1), 133-142. <https://doi.org/10.56873/jpkm.v10i1.6021>