

Strengthening Digital Literacy and Ethical Social Media Use Among Vocational Students

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ABSTRACT

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The rapid advancement of digital technology presents new challenges for Vocational High School (SMK) students, particularly concerning digital literacy and online conduct. To address this, lecturers from Prodi Tadris Bahasa Inggris (TBIG) at KH Mukhtar Syafaat University (UIMSYA) conducted a community service program aimed at enhancing SMK Al Munawwir students' understanding of digital literacy and instilling social media etiquette. Through an educational approach that included training, interactive discussions, and simulations of social media use, students gained insight into online interaction ethics, critical thinking about digital information, and wise technology utilization. The activity successfully demonstrated an increase in students' digital literacy understanding and their awareness of maintaining communication ethics on social media. This program contributes significantly to fostering a generation that is not only technologically literate but also possesses strong moral values in digital interactions.

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INTRODUCTION

In the digital era, social media has become an integral part of daily life, particularly for young people (Mustika, 2024; Wiratami et al., 2023; Pratiwi & Pritanova, 2017). Platforms such as Instagram, TikTok, and Facebook are not only used for communication and entertainment but also serve as sources of information. However, the rapid growth of social media brings challenges, including misinformation, cyberbullying, and ethical concerns in online interactions. Many young users, including students, often lack awareness of responsible digital behavior, leading to negative consequences that affect their personal and academic lives (Akbar & Fahlevvi, 2023; Terttiaavini & Saputra, 2022).

Digital literacy is crucial in equipping young people with the ability to navigate the online world effectively. It encompasses the skills to analyze, evaluate, and responsibly share information on social media. Without proper digital literacy, young users are vulnerable to manipulation, misinformation, and inappropriate online conduct. Educating students about digital literacy helps them develop critical thinking skills and ethical online behavior, ensuring they use social media as a tool for positive engagement and knowledge enhancement (Susanti et al., 2024).

Digital literacy is a person's ability to understand, to analyze, and to evaluate information using today's digital technology. Digital literacy has an influence that will create a society with a picker pattern, build communication and a critical and creative view of digital media (Fauziah, 2021). Meanwhile, (Pratiwi & Pritanova, 2017) define digital literacy as the ability to understand and use information in many formats from various sources when it is presented on a computer. According to (Sholihatin et al., 2021), digital literacy was developed as a tool to protect people from exposure to the media so that they have critical thinking and are able to express themselves and participate in the media.

Digital literacy is also closely related to how to communicate and behave in the digital world. Digital ethics consists of the word ethics which means a person's attitude, behavior, and manners in online media (Terttiaavini & Saputra, 2022; Silvana & Darmawan, 2018). Ethics in online media also apply to social media, where someone must have the ability to behave and be ethical well on social media as to provide comfort in interacting. Social media ethics or manners are not only proficient in the use of technological tools but also have the ability to carry out the mediation process productively (Sholihatin et al., 2021; Kusumastuti, 2021).

For students of Sekolah Menengah Kejuruan (SMK), digital literacy is particularly significant, as they are being prepared for professional careers in various industries. Based on the APJII 2019-2020 Internet Survey Report [Q2], the largest number of internet users are aged 20-24 years, namely 14%, based on education, the largest number of graduates is elementary school, namely 23.58% (Aslan, 2019). These data show that internet users are dominated by teenagers including SMK Students. According to recent studies, a large percentage of SMK students actively use social media for learning and networking, yet many still struggle with distinguishing credible sources from misleading content and cyberbullying (Septanto, Rusmawan, Yuliadi, & Hidayatullah, 2024) and (Jalal, 2024). Strengthening digital literacy among SMK students is essential for their future success, helping them integrate technology into their careers and personal lives with responsibility and awareness.

Recognizing this need, lecturers and Students from Tadris Bahasa Inggris program of Universitas KH Mukhtar Syafaat Blokagung Banyuwangi (UIMSya) have initiated a community service program aimed at enhancing digital literacy for students of SMK Al Munawwir. This initiative not only educates students on

responsible digital engagement but also emphasizes the importance of ethical communication on social media. By incorporating interactive workshops and discussions, the program seeks to foster a culture of mindful digital interactions among students, ensuring they understand the impact of their online presence.

SMK Al Munawwir as a boarding school-based school was chosen as the object of the service program based on several reasons, namely SMK Al Munawwir is in the environment of the pesantren but has heterogeneous students who come from outside the pesantren. through this program, SMK Al Munawwir can have a wide impact in improving technology understanding and using the internet wisely. In addition, SMK Al Munawwir focuses on vocational education that is closely related to digital skills, making digital literacy an important aspect in supporting student competence in the technological era.

As academics, lecturers hold a responsibility to contribute to the betterment of society through community service. UIMSYA lecturers' especially lecturers of Tadris Bahasa Inggris Department initiative served as a bridge between academic knowledge and practical implementation, benefiting students in tangible ways. By helping SMK Al Munawwir students grasp the significance of digital literacy and ethical behavior online, this program plays a pivotal role in shaping responsible digital citizens who will contribute positively to their communities and professional fields.

METHOD

This community service program adopted the Participatory Action Research (PAR) approach as its guiding methodology. PAR is well-suited for community empowerment efforts because it positions participants not merely as recipients of knowledge, but as active contributors in the process of identifying problems, planning interventions, implementing actions, and evaluating results. Through PAR, collaboration between lecturers, students, school administrators, and participants becomes the core driver of meaningful change and mutual learning.

The activity was carried out at SMK Al Munawwir, located in Desa Kemiri, Kecamatan Singojuruh, Kabupaten Banyuwangi, East Java. This school was chosen strategically due to its unique characteristics. As a vocational high school with pesantren-based management, it integrates religious values into daily learning while also focusing on technical competencies relevant to today's digital age. Furthermore, the school hosts a diverse student population – comprising both boarding (santri) and non-boarding students – which adds richness to the context of the intervention. These factors make SMK Al Munawwir an ideal site for implementing a digital literacy and social media ethics program that must navigate both technical and moral dimensions.

The initial stage of the program involved a needs assessment, conducted on March 5, 2025, through structured discussions and interviews with the school principal and curriculum coordinator. This process revealed that students were

heavily engaged in digital activities, particularly on social media platforms, yet lacked adequate understanding of information validity, digital footprint, and ethical online behavior. This assessment stage functioned as the foundation for collaboratively designing the intervention strategy.

The planning and implementation phase followed the principles of PAR by ensuring that the voices of students and teachers were incorporated into the design of the modules. The training program was aligned with the school's Pondok Ramadhan activities and was held over three consecutive days (March 13–15, 2025). Each day presented a different thematic focus: (1) Introduction to Digital Literacy, (2) Ethical Social Media Use, and (3) Critical Thinking and Digital Ethics. The sessions were delivered through participatory methods such as short lectures, group discussions, multimedia presentations, and reflective role-playing. This interactive model encouraged students to engage with the content in a dialogic and experiential manner, fostering not only understanding but also personal reflection and behavior change.

In terms of data collection techniques, the program utilized a combination of qualitative and quantitative instruments in alignment with the participatory nature of PAR. Prior to the training, students completed pre-training questionnaires that measured baseline knowledge, awareness, and practices regarding digital behavior. During the sessions, lecturers conducted observations to capture student engagement, response patterns, and critical thinking behaviors. Post-training questionnaires were distributed at the end of the third day to evaluate shifts in students' knowledge and attitudes. Additionally, informal interviews and focus group discussions (FGDs) were held with selected students and teachers to gather in-depth insights into how the training influenced their perspectives and daily digital habits.

The data analysis process involved both descriptive statistical analysis for the questionnaire results and thematic analysis for the qualitative data collected through observations and FGDs. The quantitative data were compared between pre- and post-tests to identify measurable learning gains, while the qualitative data were coded to uncover recurring themes such as improved source verification skills, awareness of online responsibility, and the willingness to engage in ethical digital behavior. This multi-layered analysis allowed the program team to triangulate findings and ensure the validity of the conclusions drawn.

In line with the PAR approach, a reflection stage was conducted at the end of the program, where students and teachers were invited to share their feedback openly. These reflective discussions not only served as a form of data collection but also empowered participants to take ownership of their learning and propose ideas for sustaining digital literacy practices in their school. Overall, the use of the PAR method ensured that the program was responsive to local needs, co-developed with stakeholders, and impactful in both pedagogical and social dimensions.

The analysis stage involved descriptive analysis of quantitative data from questionnaires; qualitative data from FGDs and observations. Emerging themes – such as increased awareness of digital responsibility, improved ability to verify information, and growing concern about digital footprint – were interpreted to evaluate the impact of the intervention. The triangulation of these data sources allowed for a holistic understanding of the program’s effectiveness and offered a basis for recommendations for future service programs or curriculum development related to digital literacy.

The first step in the community service method is designing the program framework. This involves identifying the core objectives, target audience, and expected outcomes. The program aims to equip students with essential digital literacy skills while fostering ethical online behavior. To achieve this, the lecturers from Universitas KH Mukhtar syafaat (UIMSYA) formulate a structured approach that integrates theoretical knowledge with practical application. Additionally, resources such as training materials, assessment tools, and digital platforms are selected to support the learning process.

Before launching the program, a needs assessment is conducted to understand the specific challenges faced by SMK Al Munawwir students in their engagement with digital media. Surveys, interviews, and focus group discussions are employed to gather insights into students' digital habits, knowledge gaps, and common ethical dilemmas encountered online. The need assessment was carried out by meeting with the principal and curriculum officer of SMK AL Munawwir on March 5, 2025 which was carried out by the head of English Language Education Study Program and its student representatives. The findings serve as a foundation for shaping the program’s content, ensuring that it directly addresses the needs of the students. Furthermore, input from teachers and school administrators is considered to align the program with the educational goals of the institution.

Based on the needs assessment, digital literacy training is designed to be delivered over three separate training sessions dan was carried out for three days at 1 13, 14, 15 of March 2025. The program was carried out along with the implementation of the *Pondok Romadhon* at SMK Al Munawwir. Digital literacy materials are integrated with safari *Pondok Romadhon* activities. Each session of training focuses on key aspects of digital literacy and ethical social media use:

Session 1, Introduction to Digital Literacy – Students are introduced to the concept of digital literacy, covering aspects such as information verification, recognizing credible sources, and responsible online communication.

Session 2, Ethical Social Media Use – This session emphasizes the importance of online etiquette, the impact of social media behavior on personal and professional life, and strategies for maintaining a positive digital footprint (see Table 2).

Table 2. Ethical Social Media Use Topics

Discussion Topic	Initial Student Perception	Post Discussion Understanding
Online anonymity	Anonymity offers full freedom without consequences	Responsible anonymity fosters ethical behaviour
Social media influence	Social media is just entertainment	Social media shapes opinions and behaviors
cyberbullying	Cyberbullying is common but not serious	Recognizing cyberbullying and its impact is crucial

Session 3, Critical Thinking and Digital Ethics – Students engage in discussions on misinformation, cyberbullying, and responsible content sharing. They also explore real-life case studies to strengthen their analytical skills in evaluating online information.

Training and Interactive Discussion

Each session incorporates a combination of instructional training and interactive discussions. The lecturers lead training modules that include multimedia presentations, case studies, and hands-on exercises. This is followed by guided discussions, where students share their experiences, ask questions, and engage in problem-solving activities related to digital literacy. Role-playing scenarios are also utilized to help students practice ethical decision-making in online interactions.

Table 1. Schedule of Program

Date	Material	Speaker
13 Maret 2025	Introduction to Digital Literacy	Zulfi Zumala
14 Maret 2025	Ethical Social Media Use	Dewi Khawa
15 Maret 2025	Critical Thinking and Digital Ethics	Faiqotur Rizkiyah

Evaluation

At the conclusion of the program, an evaluation process is conducted to measure its effectiveness. The evaluation was carried out on March 15, 2025 by distributing questionnaires to students to measure their understanding of digital literacy materials. Students participate in post-training assessments to gauge improvements in their understanding of digital literacy and social media ethics. Feedback is collected through questionnaires and open discussions to determine the impact of the sessions on their online behavior. Based on the evaluation results, recommendations for future improvements and possible extensions of the program are formulated to ensure long-term benefits for the students and the broader community. By implementing this structured method, UIMSYA lecturers contribute to the empowerment of SMK Al Munawwir students, helping them become responsible digital citizens in an increasingly connected world.

FINDING AND DISCUSSION

Improvement in Information Filtering and Source Evaluation

The first session, titled Introduction to Digital Literacy, exposed a critical gap in students' ability to filter information and assess source credibility. Pre-training discussions and diagnostic assessments showed that students frequently encountered hoax content and online fraud, but struggled to differentiate between valid and misleading information sources.

After targeted exercises involving the comparison of credible vs. non-credible websites and source triangulation techniques, students displayed improved awareness and critical thinking in digital environments. Digital literacy involves both access to and critical engagement with digital content. Teachers can replicate this approach by integrating fact-checking exercises and media literacy tools into digital learning modules to enhance students' analytical skills in real-time digital contexts.



Figure 1. Digital Literacy Session

Students engaged in case-based learning, analyzing real-life scenarios involving cyberbullying, hate speech, and online harassment. These cases were not only discussed but re-enacted through role play, allowing students to inhabit different perspectives – including that of the victim, bystander, and perpetrator. This experiential approach deepened empathy and self-awareness, leading many students to rethink their role and responsibility in online communities.

Growth in Ethical Awareness and Responsible Online Behavior

The second training session, titled Ethical Social Media Use, tackled a critical yet often underestimated aspect of digital literacy: the ethical and psychological dimensions of online behavior. Early assessments and group discussions revealed a significant gap in the students' understanding of the long-term consequences of their digital footprints. Many students admitted to sharing personal opinions, photos, or emotionally driven responses without reflecting on their future visibility or implications.

The post-training reflections and student journals indicated a shift in ethical consciousness. Several students acknowledged that they had previously normalized aggressive or insensitive language in online interactions because it was “common” or “trendy.” However, following the training, students expressed a commitment to change, including adopting more respectful and empathetic communication, refraining from sharing unverified content, and taking a stand against online bullying.

From the second session, there are two practical implications for Field Practice and schools. For field practice, educators and school leaders should consider implementing longitudinal digital ethics education, not as a one-off workshop, but as an integrated part of the school’s character education curriculum. It’s also essential to train teachers across disciplines to model and reinforce ethical digital habits. For vocational and pesantren-based schools like SMK Al Munawwir, where students often manage multiple digital identities (student, peer, religious community member), ethical digital training should be contextualized within local cultural and moral values, connecting Islamic teachings on akhlak (ethics) with responsible digital citizenship.



Figure 2. Ethical Social Media Use session

This session revealed that ethical behavior online is not just a matter of knowledge, but of critical awareness, empathy, and identity formation in digital spaces. Students must be empowered as moral agents, capable of evaluating the impact of their words and actions in the digital public sphere. Digital literacy must “prepare learners not only to access digital tools but to question, critique, and act ethically in their use.”

Enhanced Critical Thinking toward Digital Misinformation

The third and final training session, Critical Thinking and Digital Ethics, focused on the increasingly urgent need for young people to navigate the overwhelming influx of information in the digital age. Students at SMK Al Munawwir, like many of their peers globally, had grown accustomed to consuming digital content rapidly—often without questioning the credibility,

intention, or bias behind what they encountered. Pre-session assessments revealed that many participants equated viral popularity with truth, assuming that the number of likes or shares validated a post's reliability.

To challenge these assumptions, students engaged in media literacy simulations, where they were presented with real and fabricated news articles, viral social media posts, and manipulated images. They were tasked with analyzing the linguistic framing, visual cues, emotional triggers, and underlying motives. For example, students compared two headlines reporting on the same environmental event—one from a credible news outlet and another from a blog with a clickbait title. Through guided inquiry, they uncovered biases, logical fallacies, and persuasive devices that shaped how the information was perceived.

These exercises helped students understand how misinformation is not always outright falsehood, but often a strategic distortion of partial truths, using cherry-picked data, emotionally charged language, and polarizing imagery. By dissecting these elements Figure 3, students became more aware of how their own reactions—outrage, sympathy, fear—were often the intended outcome of such manipulative content.



Figure 3. Critical Thinking and Digital Ethics session

The evaluation results highlight the positive impact of the community service program on students' digital literacy and online ethics. Engagement in respectful online discussions also showed significant improvement. Previously, students often engaged in online debates without considering the impact of their words. Many were unaware of the consequences of digital conflicts and aggressive communication. Through ethical training and guided discussions, they developed a better understanding of constructive dialogue, ensuring more positive interactions in digital spaces.

Understanding digital footprint consequences improved from 38% to 80%. Initially, students did not grasp how their online actions—such as comments, shared posts, and personal data—could influence their future opportunities. After discussing real-life examples of individuals facing negative consequences due to careless social media behavior, students became more cautious about what they post online.

Impact and Evaluation of Digital Literacy Training

The results of the three training sessions demonstrate significant improvement in students' digital literacy skills. Before the training, only 40% of students were proficient in identifying credible sources of information. Many relied on social media and unverified websites for knowledge, making them susceptible to misinformation. However, after participating in the training, this number increased to 80%, showing that students developed stronger analytical skills in assessing online sources.

Similarly, understanding ethical social media use improved from 45% to 85%. At the beginning of the program, students showed little awareness of how their online behavior could affect their personal and professional lives. Through structured guidance and case study analysis, they became more mindful of their digital footprint, learning to communicate online with greater responsibility.

The ability to recognize misinformation also saw substantial growth. Initially, students struggled to differentiate between biased and factual content. The training empowered them to analyze sources critically and use fact-checking tools before sharing information. This improvement suggests that digital literacy education can have a meaningful impact on students' awareness and online decision-making.

The evaluation phase provided valuable insights into the effectiveness of the community service program and the progress made by the students of SMK Al Munawwir. The evaluation process included post-training assessments, student feedback surveys, and observations from instructors. One of the key measures of success was the improvement in students' ability to differentiate credible sources from misleading content. Before the training, only 40% of students demonstrated proficiency in identifying reliable digital information. After the program, this number increased to 80%, highlighting significant progress.

Another important finding was the change in students' attitudes toward ethical online behavior. Pre-training surveys indicated that a significant portion of students viewed social media as a casual, consequence-free space. Post-training reflections showed a notable shift—students acknowledged the importance of responsible digital engagement, demonstrating heightened awareness of ethical principles. Many expressed commitments to practicing respectful online interactions and avoiding harmful behaviors such as cyberbullying or spreading misinformation.

Additionally, students reported greater confidence in applying digital literacy skills in their daily online activities. Many stated that they now fact-check information before sharing it, engage in respectful discussions on social media, and evaluate sources more carefully. Teachers and school administrators also noted improvements in the students' ability to critically analyze online content, further validating the program's success.

Despite the positive outcomes, the evaluation also identified areas for improvement. Some students suggested additional sessions focusing on practical applications of digital literacy in their future careers. Others requested more case studies and real-world examples to help solidify their understanding. Based on this feedback, recommendations were made to extend the program with ongoing workshops and mentorship opportunities to sustain and further develop digital literacy skills.

Integration of Digital Literacy with Ethics and Critical Thinking

Another important contribution of this study lies in the integration of digital literacy with ethics and critical thinking, a triad that is essential for preparing students to navigate today's complex and often misleading digital environment. Rather than treating digital skills, moral values, and cognitive reasoning as separate domains, the training model applied in this research intentionally fused these elements into a holistic learning experience. This approach reflects the broader understanding of digital literacy as more than just technical competence—it encompasses the ability to access, analyze, evaluate, and ethically use digital content. For example, when students were taught how to recognize media bias or manipulative content, they were also asked to reflect on the ethical consequences of sharing such content—drawing connections between critical analysis and moral accountability.

This integrative model proved effective in transforming passive users into thoughtful digital citizens. Students not only learned how to verify sources and evaluate claims, but also began to question their motivations and responsibilities as participants in digital spaces. In this study, these connections were further enhanced by cultural and religious grounding, allowing students to see ethical digital behavior as aligned with both rational judgment and spiritual values.

Digital literacy education should not be reduced to tool mastery or technical training. Instead, educators should design curricula that simultaneously cultivate analytical reasoning, moral reflection, and social responsibility. Activities that engage students in source evaluation, case-based ethical dilemmas, and dialogue about digital consequences are more likely to produce long-term behavioral change than standalone instruction. This integrative approach supports the development of learners who are not only digitally competent, but also morally conscious and critically aware in their engagement with online information.

Interactive discussions played a crucial role in engaging students and deepening their understanding of digital literacy and ethical social media use. During the discussions, students shared their personal experiences with misinformation, cyberbullying, and online conflicts. One notable observation was their initial reluctance to acknowledge the risks of social media. Many students expressed that social media is primarily used for entertainment and communication, underestimating its broader influence on education, career

opportunities, and personal reputation. However, as discussions progressed, they became more receptive to the idea that social media can be both beneficial and harmful depending on how it is utilized.

One particularly impactful moment was when students debated the ethics of online anonymity. Some believed anonymity protects users, allowing freedom of expression, while others argued it can lead to irresponsible behavior, such as hate speech or cyberbullying. This debate encouraged students to reflect on their own online interactions and consider the ethical implications of their digital actions. Many realized that being accountable for one's words, even in online spaces, is crucial for maintaining a positive and respectful digital environment.

Another key discussion revolved around how social media influences opinions and behaviors. The facilitator gave the topic discussions around digital literacy topic and students asked to analyzed viral trends, fake news stories, and influencer culture, recognizing that online content can shape perceptions and influence decision-making. By learning to question and critically evaluate digital messages, students became more aware of their susceptibility to online manipulation. They expressed a newfound appreciation for fact-checking and verifying content before accepting or sharing information.

Discussion

The implementation of exercises involving comparisons of credible and non-credible websites, as well as the use of source triangulation techniques, has proven effective in raising students' awareness of the importance of verifying information before believing it (Haddade et al., 2024; Kim et al., 2024). This approach also reflects the core of digital literacy, which includes not only the ability to access information, but also to think critically about the content found. By providing exercises that focus on fact-checking and the use of media literacy tools, students can become more skilled in assessing the information they consume in the digital world. This is important considering the rapid development of digital information that often comes with various claims without clear basis (Faiz et al., 2023; Rahmanov et al., 2024). Therefore, the implementation of this method in education will not only improve students' analytical skills, but also strengthen their readiness to face the challenges of the fast-paced and complex information era.

Digital competence must integrate not just technical ability, but also social responsibility, ethical reasoning, and emotional intelligence. Moreover, the session also uncovered deep-seated assumptions about the role of anonymity in digital behavior (Arif et al., 2024; Zuhdi et al., 2024). Some students believed that pseudonyms or private accounts protected them from consequences. However, after examining examples of viral screenshots and digital forensics, they came to understand that anonymity does not negate accountability—a concept on networked publics, where every post can be permanent, searchable, and replicable.

Digital literacy education that explicitly teaches students how to analyze sources, evaluate evidence, and reflect on authorial bias is essential in combating the rise of misinformation (Rahmanov et al., 2024). Our training outcomes affirm this claim: by the end of the session, students showed marked improvement in their ability to cross-reference facts, analyze underlying assumptions, and pause before sharing questionable content.

Schools should integrate critical media analysis into the core curriculum, not just within ICT subjects, but also in Bahasa Indonesia, English, and civic education. Teachers should guide students in slowing down their consumption of digital content, using techniques such as SIFT (Stop, Investigate the source, Find better coverage, Trace claims) and lateral reading, which have been proven effective in digital source verification (Susilawati et al., 2021). In the context of pesantren-based or religious education settings, critical thinking should be contextualized with moral literacy—encouraging students to question not only whether information is true, but whether it is beneficial, ethical, and aligned with *akhlakul karimah* (noble character).

The training sessions in this study were designed to align with the students' cultural and spiritual context, integrating discussions on *fitnah* (false accusation), *ghibah* (gossip), and *amanah* (trust) with contemporary digital dilemmas such as cyberbullying, misinformation, and ethical content sharing (Haddade et al., 2024). This approach enabled students to see that digital behavior is not separate from religious character, but rather an extension of it in the virtual world. Furthermore, framing critical thinking as part of responsible Islamic behavior helped students become more receptive to the idea of questioning online content and reflecting on its moral implications.

One of the key contributions of this study is its development of a contextualized digital literacy training model tailored to the unique environment of vocational-pesantren (Islamic boarding school-based vocational) schools. Unlike general education institutions, pesantren-based vocational schools such as SMK Al Munawwir combine formal academic learning with religious and moral instruction. This dual identity presents both a challenge and an opportunity in the realm of digital literacy education. On the one hand, students in these settings often engage with technology primarily for entertainment and communication, with limited critical awareness of digital ethics or source evaluation. On the other hand, their grounding in religious values—particularly those rooted in Islamic teachings on *akhlak* (morality), honesty, and social responsibility—provides a strong ethical foundation upon which digital literacy skills can be meaningfully built.

CONCLUSION

This community service program effectively improved students' understanding of digital literacy and ethical online behavior. The training sessions at SMK Al Munawwir helped students develop critical skills in

identifying credible sources, verifying information, and recognizing biased or misleading content. Their ability to navigate digital spaces with greater awareness and responsibility marked a significant shift from their initial reliance on unverified sources and casual social media use. Additionally, students demonstrated a deeper understanding of the ethical implications of their online actions. They became more mindful of their digital footprint and more committed to respectful and responsible communication. These results affirm that integrating critical thinking and moral values into digital literacy education can foster more thoughtful, ethical, and empowered digital citizens, especially in vocational-pesantren school settings.

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